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ABSTRACT

Designed for use by teachers of the handicapped, the curriculum guide provides brief objectives and activities in readiness for vocational preparation at the primary level. At the intermediate-junior high level, 14 specific lessons are presented which contain objectives, teaching suggestions, activities, and materials in aspects ranging from self awareness to finding and securing a job. A starred unit of 13 lessons is displayed to indicate objectives, activities, and resource materials in the area of wage and payment concepts. Classroom vocational preparation is outlined, and school-job training programs are described for three levels of ability. Student work sheets and a related bibliography are included. (KG)

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SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER
AN IN-SERVICE TRAINING APPROACH . . .

VOCATIONAL PREPARATION

EC 031 378

A Cooperative Program Involving The Iowa State Department of
Public Instruction and The University of Iowa

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Special Education Curriculum Development Center
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VOCATIONAL PREPARATION

SUGGESTIONS FOR TEACHERS OF THE HANDICAPPED

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The Special Education Curriculum Development Center has as its main objective the operation of a statewide in-service training program for teachers of the mentally retarded. Twenty special class teachers from different geographic areas of Iowa serve as consulting teachers. They attend training sessions at the University of Iowa and then return to their home area to conduct field sessions. All materials prepared for SECDC are intended for dissemination through the field sessions conducted by the consulting teachers. Persons reading SECDC material but not attending the field sessions should keep in mind that the purpose of the material is to serve as a starting point for in-service training and that the publications themselves are not end products.

It should also be noted that any reference to commercially prepared materials by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a means of assisting teachers and administrators in the evaluation of materials.

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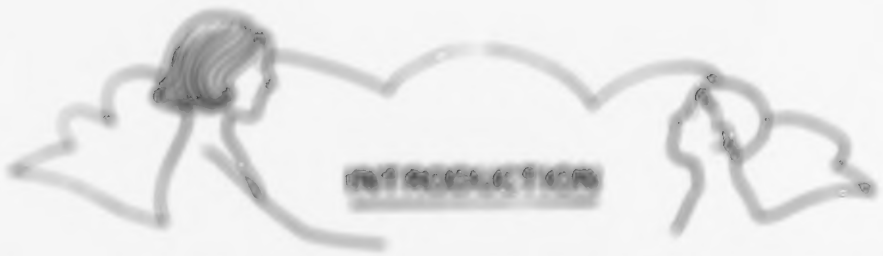

The ability of a retarded or handicapped person to get and hold a job, is the measure of a successful education. In order to achieve this educational objective, the school, and its personnel have to help the student acquire the academic skills that are common to all job areas, the background of general information and skills necessary in vocational areas plus the knowledge and the techniques of getting and holding jobs which are open to him.

Since the special education program is usually one in which there has been guidance and individualization of instruction, the special education teacher is in a position to recognize the problems and abilities of each of her students and to evaluate them in relation to employability. She knows that most educable mentally retarded people can support themselves or contribute to their own support. In the past ten years the number of jobs available to the retarded has increased. It is, therefore, possible to fit the job to the student rather than urging the student to change his personality to fit the job, or encouraging him to accept a job that he dislikes.

It is necessary for the special education teacher to work with the school guidance or vocational counselor. This person has contacts with employers and information about job requirements within the community.

If the special education teacher does not have a counselor with whom she can work, it will be necessary for her to survey the community for available jobs, job information, employer contacts, and work at job placement and follow-up.

The importance of early vocational training must be stressed for the handicapped pupil. Readiness for vocational placement begins at the primary level with the development of proper attitudes, behavior, work habits and skills. At the intermediate and junior levels, the teacher and school must assume a greater role in preparing this student for the world of work. Many handicapped students, particularly those with retarded mental development, are not prepared with the necessary skills or personal qualifications needed for participation in a work study program. This document gives particular emphasis to this situation by actually providing the teacher with concrete suggestions for using the classroom and the school as a vocational learning laboratory. In this way, pupils have classroom practice in vocation-related skills within the classroom and a chance to apply these skills in specified work areas within the physical plant of the school.

The philosophy of this document allows the teacher to view vocational preparation as a continuum of learned and developed attitudes, skills, and work habits that enhance one's employability.

The teacher who is aware of this continuum of learning can integrate this long-range goal into all school experiences.

ELEMENTARY LEVEL

VOCATIONAL READINESS

[illegible] (Primary Level)

The development of any sequential program should have as base in the earliest teacher/pupil contact. While vocational guidance may appear to be a subject far removed from the sphere of the primary child, it is at this age that positive patterns of behavior can be most firmly established. The formation of these patterns is of greater consequence when the child is mentally retarded. With his learning difficulties it is vital that he form positive habits at the earliest level as it is here that he will develop his initial concepts of human relationships, responsibilities, attitudes and associated skills which will help him become self sufficient. Not only does the retarded child have greater difficulty learning, he also has greater difficulty unlearning. Thus, poor patterns of behavior, once established, become more difficult to modify in the mentally retarded. A list of pre-vocational competencies that should be achieved by primary students are as follows:

Can communicate personal data
Is aware of his ability to contribute to classroom or home activities
Is aware of personal limitations
Can take care of personal sanitation, bathroom, etc.
Uses speech to make personal needs known
Knows the names of common household and classroom objects
Dresses self and keeps reasonably neat
Takes care of own belongings
Takes care of others' belongings as he would his own
Knows difference between his and others' belongings
Takes care of classroom materials
Shares and takes turn
Participates in group activities
Follows directions
Listens carefully to others
Obeys school and classroom rules
Practices common courtesies as everyday habits
Is responsible for simple tasks
Has pride in good workmanship
Realizes that parents work
Realizes that other people work

Specific Objectives

Self awareness
Relationships with other people
Acceptance of responsibility
Development of positive behavior patterns

Self Awareness

One of the key issues underlying all teaching of the mentally retarded is the need to help him develop a positive self image. Society has a tendency to

undermines the productivity of the mentally retarded and to regard them as a burden. The mentally retarded person is aware of this, therefore it is important for the teacher to reinforce the idea that a retarded person has the ability to contribute to the world around him.

The primary child should be aware that he is an individual similar to but different from all other people. From the recognition of this concept the child should be taught how to communicate personal data to others. A game of "I Am Lost" presents a situation that some children may have actually experienced. Have the child imagine he is lost in a city and ask him what he would do. Role play asking a policeman or a passer-by for help and discuss what useful information they should be given, i.e., name, parents' name and address, whether or not parents have a telephone, etc.

Using a toy telephone or, if possible, arranging with the telephone company to use a real telephone, practice calling the operator. Have the students decide what constitutes an emergency and, again, what information the operator would need.

To help develop a realistic self-awareness such activities as a game of "I Am Me" can be used in the group situation. Have the students talk about their individual differences, i.e., names, hair color, activities that they are good at and those that they are not. Using this list the teacher can guide the group to the realization that everyone has likes and dislikes, strengths and weaknesses. (The teacher should include herself in the list by acknowledging her deficiencies in perhaps art, sewing or mathematics).

The capable primary teacher is aware of the needs of each individual child while helping him develop a positive self-image. Thus, judiciously used praise or criticism will be aimed at the individual child. Mary may be capable of accepting criticism in front of her peers but Johnny may need a quiet word for him alone. Public praise may do no more than embarrass the shy child; whereas a personal word from the teacher may encourage further effort.

Relationships With Other People

As soon as the educable mentally retarded child enters the classroom he is confronted with establishing relationships that differ from those he has previously encountered. He may find that behavior that is acceptable at home will cause rejection from his peers. The idea of taking turns may be as new to him as the idea that he can help others. Encourage taking turns by providing activities in which only one or two children can participate, and telling the children when it is time for them to switch activities, i.e., painting at easels, a puzzle or card game. A list of "Who is Next" will allow each child to be responsible for finding out when it is his turn and give him practice at recognizing his name.

An experience chart on "How to Make Friends" could include discussions of positive and negative situations during the day, i.e., "Today, Mary helped Susan with her puzzle. Is this a good way to make friends? Why was Johnny crying? Because he was teased. Is this a good way to make friends?"

While the teacher will not want to force friendships among her pupils she should try to give the children a chance to work with all of their peers. An initial dislike can disappear when children are absorbed in mutual activity.

However, when there is a marked personality conflict between two children the teacher will have to decide, using her own discretion, the best course of action. An argument will often clear the air.

Concurrent with establishing relationships with other people is the acceptance of authority and of regulations. Obeying rules can be approached from the aspect of "rules are made to help us as well as to help others." Discuss why there are certain rules in the classroom, i.e., everybody helps to clean up so that one person does not have to do all the work. We cross the road on pedestrian crossways because it is safer for us and for the motorist. Have the students discuss the classroom rules and decide if they are effective. Guide them to the formation of new rules which would help the classroom to become a happier place.

The relationship between the child and the teacher will form a basis for the child's future relationships with authority outside the family. The relationship should be a mutual one of trust and respect. Thus it is very important that the child see consistency in positive and negative reactions to behavior. (For additional discussion on this point the teacher should consult the SECDC document *Modifying Behavior*.) Two mechanisms are involved in giving and receiving directions – speaking and listening. The primary child needs help and practice at both. (Teachers may wish to refer to SECDC documents *Language Development Activities* and *Speech Improvement*.)

To participate in discussions and conversations the student should be able to express himself in clear and understandable speech. Play a game of "What is my name and where do I live." The teacher starts with "My name is Mrs. Smith and I live at 203 West High Street. What is your name?" The pupil chosen by the teacher replies "My name is Becky Jones and I live at. . ." Tape recordings of the pupil's talking will highlight the need for verbal clarity. Try to tape an excited child describing an event. Then retape the same child when he makes a conscious effort at clarity. Compare and discuss which was better.

Have a student describe another student in the class and see if the class can guess who it is. Descriptions of objects in pictures or in the playground will give additional experience. Have one child give directions to another, i.e., "Please go to the bookshelf and bring me three books." After the directions have been carried out talk about how efficient they were. Point out that asking questions can clarify directions and often save a lot of misunderstanding.

Develop listening skills by asking questions about stories that are read, i.e., "What was Johnny's dog's name?"

Riddles and rhyming games can also be used, i.e., "I have four legs. People sit on me. I am a _____. ?" "I am thinking of a word that rhymes with small. I bounce; I am a_____."

All these activities, as well as the daily classroom routines, presents an opportunity to develop the simple social courtesies of relationships with others. The teacher's examples of "please," "thank you," "hello," and "excuse me," play an important role in reinforcing these courtesies.

Acceptance of Responsibility

Even the youngest of the primary children can learn to accept responsibility and there are endless small tasks around a classroom that can be assigned to him. However, the teacher should realize that the EMR child will need to be reminded of his tasks more often than the normal child and will need repeated instructions if the task involves several steps. Through the daily classroom experiences the patterns for good work habits can be firmly established. The children must be consciously aware of what responsibility is. Identification of responsibility at this level can be as simple as "What makes a good worker?" Before assigning regular classroom tasks talk about good workers. They are children who remember to do their jobs every day; they try to do them as well as possible; they finish their jobs and remember to clean up afterward. The children could be asked to make a list of classroom jobs and then decide which of these they would like to do. Explain that everyone will have a chance to try each task and display a chart of "Who is doing what?" Some type of recognition for a well completed job will encourage the children. The teacher should insure that the initial list of jobs is one that is realistic for the children. A child who shows good work habits could be given an additional responsibility, i.e., telling others how to do a certain job, being given a job that challenges him or helping others with their tasks. As the teacher feels the pupils are ready, more complicated tasks may be undertaken and initially, these could be done in pairs with each child aware that he is responsible for helping another. Reinforce such habits as keeping the working area clean, replacing tools neatly, or checking themselves when they have completed their task by encouragement and praise.

Carrying verbal messages is difficult for the mentally retarded and can be practiced in the classroom by asking a child, "Susie, please ask Johnny to come here." Stress that even in a classroom you don't shout, but go across to repeat the message quietly. Arrange with another teacher to exchange messages via the pupils. Write the message on the blackboard and, after the pupil returns, have him check that he remembered correctly.

Development of Positive Behavior Patterns

When the mentally retarded person experiences difficulty in holding a job it may often be due to his negative behavior patterns towards other people. Those slow learners who do make good occupational adjustments are those who possess the positive personality traits of getting along with their co-workers, high job interest, a desire for adequate performance, dependability and the ability to cope with criticism. By recognizing that each child has needs that influence his behavior, the teacher can attempt to fulfill these. The primary child needs to feel secure, to

belong and to be able to achieve her affection and her understanding. The teacher who cannot provide for these needs can produce an atmosphere in which poor self-concepts and insecurity lead to behavioral problems. An interest in each child will assure the child that his feelings are important and respected. No matter how unimportant or irrelevant his conversation may seem to the teacher it is important to the child and should be listened to. The personal compliment, "Why Susie, what a lovely dress!" will mean so much to the child and help show that he/she is accepted as an individual worth noticing.

Additional Activities

Self-Awareness

- Have each child talk about the thing that interests him most.
- Have each child pick a hobby to share with the class.

Discuss "What I do best."

Pick the "Word that describes me best."

Talk about "What I am proud of."

Allow each child an opportunity to tell about his home and family. Mark each home on a map. Plan a bus trip to visit the location of some homes.

Discuss what they can do for themselves at home, i.e., get dressed, put away their toys or clothes, brush their teeth.

Have the children evaluate their daily behavior. Discuss how they can improve it.

Talk about physical limitations, i.e., a five foot tall boy will not be a professional basketball player.

Encourage children with glasses or hearing aids to wear them and talk about why they are useful and necessary.

- Recognize and encourage talent by supplying the media for its development, i.e., art materials, books, building tools, puzzles.
- Draw pictures of "my family." Play a guessing game to pick the artist.

Relationships with Other People

Collect pictures of happy and sad expressions. Have the children give reasons for the expressions.

Read stories about making friends.

Talk about "What a friend is," i.e., it can be a dog or a doll, a blanket or even a teacher.

Discuss what makes a good friend and ask each child to evaluate himself as a friend.

Prepare numerous activities for sharing the planning of activities, i.e., have the children plan their own activities for a play period.

Talk about the problem of not getting along. Discuss some possible solutions.

Practice giving and receiving directions with "Simon Says."

Play "I went to London and I took _____." Every participant adds something while remembering the previous articles, i.e., suitcase, coat, tie. (This should be kept to the small group situation.)

Question students about a story read the day before.

Practice being introduced to adults and introducing someone to a mother, a teacher, or a friend.

Play records that require participation by the students.

Practice the correct way to answer the telephone.

Practice giving information over the telephone.

Have a "pick and tell" box where the pupil chooses something and describes it to the class.

Acceptance of Responsibility

Give the pupils an opportunity to be responsible for:

- cleaning blackboards
- watering plants
- feeding fish
- caring for classroom pets
- setting out materials
- planning special events
- cleaning up activities
- carrying messages
- helping classmates
- making a chart when they have completed an activity
- helping with bulletin boards
- marking the days on a calendar

Development of Positive Behavioral Patterns

Read stories concerning behavior such as honesty, trust, kindness and respect.

Discuss acceptable behavior in certain situations, i.e., on a field trip, in the classroom, or at home.

Talk about negative feelings such as anger, jealousy, fear, etc. Explain that everyone, even adults, experience these feelings.

Allow all the students to talk at the same time and ask "Who heard what?"

Have all the children try to get through a door at the same time. Discuss what happens.

Don't tidy up the classroom at the end of the day. When the students come in the next morning ask questions such as "Does the room look different this morning? How is it different? How do you feel about the way it looks? Would you rather have cleaned it up last night or this morning?" "What would happen if we didn't clean up for a week?"

Encourage recognition of nice things their peers do.

Always commend good behavior and set and expect high standards of performance within the range of each child.

INTERMEDIATE AND JUNIOR HIGH LEVEL

LESSONS in VOCATIONAL PREPARATION

LESSON 1

UNDERSTANDING OURSELVES AND OUR RELATIONSHIPS WITH OTHERS

The self-concept is an important aspect in determining the success or failure of social relationships. If students are to assume worthwhile roles in the world of work, it is necessary that they first perceive themselves as worthwhile individuals. In order to achieve this goal, it is vital that pupils have a realistic understanding of their own uniqueness, abilities, and limitations. In this way, they can accept and respect themselves. Self-respect is the necessary quality that gives us respect for and understanding of others.

To promote through discussion and activities, self-awareness as a vehicle for understanding and developing social relationships with others. GOAL

1. Students shall list and discuss some people who have influenced their self-concept, both positively and negatively. OBJECTIVES

2. Pupils shall name some roles they assume, depending upon the people with whom they interact.

3. Students shall participate in activities that promote self-identity, i.e., writing a brief autobiography, filling out personal data forms.

4. Students shall learn three ways of making social contacts through school, work, recreational activities.

• Ask pupils to think about and discuss some people who have influenced the way they feel about themselves. The list should include such people as: TEACHING SUGGESTIONS

parents
brothers and sisters
friends
extended family (aunts, uncles, cousins)
teachers

Allow students to discuss some specific ways in which these people have influenced their self-concept. An example might be:

Mary: My mother doesn't think I can do anything on my own. She treats me like a baby and when I'm with her I feel babyish.

Ted: My little brother really looks up to me and thinks I'm "big stuff." I feel pretty important when I'm with him and sometimes show off for his sake.

Alice: My best friend Janet is really pretty. Most of the time I'm pretty happy with my looks but, when I'm with Janet, the boys give her all the attention and I feel pretty mousey.

Once the pupils have done this, ask them to reverse the process and tell some ways in which they feel they have influenced another person's self concept, i.e.:

Mike: I'm really good in sports. I'm kind of tall and muscular and like most sports games. My father was the same way when he was in school. My brother Mark is a puny little kid. He gets better grades in school than I ever did but he feels pretty bad because he's not good in any sport. My dad always compares us and tells Mark it's too bad he isn't big and strong like me.

- Talk about the various roles people play in daily life and how this role changes depending upon the people or situation with which they must deal, such as:

mother	wife	sister
cousin	P.T.A. member	secretary

Have each pupil list the various roles he might assume:

boy	Boy Scout	paper boy
son	cousin	Methodist
nephew	brother	neighbor
grandson	pupil	4-H member

They might want to draw some pictures of themselves assuming one or more of these roles.

- To help students better understand themselves, ask the pupils to write a brief autobiography about themselves "Up to Now." This autobiography should include such things as:

name	family members	place and date of birth
hobbies	address	favorite subjects
personal description	likes and dislikes	

To end this assignment, ask the students to write five goals they might want to achieve within the next ten years. This activity would be a good device for discussing realistic and unrealistic goals and expectations.

getting a job	buying a home
having children	joining the Armed Forces

- Give the students practice in filling out forms that require knowledge of personal information. This helps the pupils establish self identity as well as familiarizing them with some common forms they might be required to fill out for future employment:

Social Security applications
health forms
driver training forms
working paper applications

- Suggest that each student make and use a personal data form. The student can use this as a reference until he is familiar enough with the information to do without it. The following should be included:

  full name
  birthdate (month, day, year)
  telephone number
  physical information (height, weight, color of eyes and hair)
  sex
  birthplace
  address
  parent (guardian): full name, including mother's maiden name
  religious preference

- Discuss with pupils the fact that understanding ourselves helps in our understanding of others. People need other people and this is why people group themselves into families or communities. By forming friendships, we learn more about ourselves and our relationships with others.

  Have the students make a list of some of the qualities they would like in a friend such as:

  honesty
  interesting hobbies or ideas
  sense of humor
  similar interests, etc.

  Once the pupils do this, have them check off some qualities they think they themselves possess.

  Making friends is not as easy and natural for the handicapped student as it is for others. The handicapped should be given special help in knowing ways of and places to make friends:

  neighborhood
  school
  club membership
  common hobby groups
  participation in extra-curricular activities
  work (grocery checkout, mowing lawns, baby sitting)
  organization membership (YMCA, Boy Scouts, 4-H)

- Bring in resource people from the community to tell the students how they can join clubs or organizations and possibly sign them up for membership.

- Role play situations involving people meeting friends in various places and in different situations.

- Give practice in making social and telephone conversations with friends.

- Have the students explain their character and personality traits.

  A Device for Self Appraisal is taken from *Guides to Special Education in North Dakota*, Department of Public Instruction, 1965. Use the sections separately. It would be too confusing to use all at once.

A DEVICE FOR SELF APPRAISAL

Cooperation

1. Do I respect the wishes of members in my family?
2. Do I respect the wishes of others with whom I work and play?
3. Do I control my actions when I can't have my way?
4. Do I do my share of work to be done?
5. Do I help others whenever I can?
6. Do I respect the property of others?
7. Do I respect the guidance of parents, teachers, and friends in trying to improve myself?

Responsibility

1. Do I keep myself clean and neat?
2. Do I care how I look as to posture and grooming?
3. Do I practice cleanliness and neatness in my work?
4. Do I accept responsibility for finishing my work?
5. Do I value the importance of being on time?
6. Do I use my spare time in the right way?
7. Do I try to help myself as much as possible?

Courtesy

1. Am I polite?
2. Am I thoughtful and considerate of others?
3. Am I willing to take my turn in group situations?
4. Am I cheerful and happy in my work and recreation?
5. Am I a good loser?
6. Do I show consideration for others when standing in line, or in entering buildings, halls, trains, or buses?

Safety

1. Do I control my actions in recreation so as to protect others as well as myself?
2. Can I read and recognize safety signs?
*3. Do I obey safety signs and rules in:
   a. Crossing streets?
   b. Riding bicycles?
   c. Walking on highways?
   d. Public places, halls, buildings, trains?
4. Do I understand the function of the police and fire departments?

*Each student should have a copy of his city's ordinances regarding bicycle, automobile, and pedestrian traffic.

A Service for Self Appraisal (continued)

Trustworthiness

1. Am I honest in word and action? ( )
2. Do I accept the blame when I am at fault? ( )
3. Do I keep my promises? ( )
4. Do I recognize the importance of being dependable in what I do? ( )
5. Do I feel the enjoyment that comes from doing a job well? ( )

Patriotism

1. Do I appreciate government as an organization that is a necessary part of society? ( )
2. Do I vote for that which I believe is right for the good of everyone? ( )
3. Am I learning all that I can now to prepare me for the future? ( )

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LESSON 2

THE HOME AS PREPARATION FOR VOCATION

Membership in a family is not unlike membership in a vocational organization. A child who has had experiences with rights and responsibilities within the home is better prepared to accept rights and responsibilities in a job situation. Students should be aware of the various roles assumed by different members of the family and where they fit into this pattern.

SCOPE

To enable students to see how home experiences serve as a preparation for future job experiences.

OBJECTIVES

1. The students shall list and discuss specific roles and responsibilities of family members.
2. Students shall list three skills they might learn at home that would be useful in a vocation.
3. Each pupil shall discuss and role play one common family problem and give constructive suggestions for helping things run smoothly.
4. Pupils shall compile a list of five responsibilities they might assume at home.

TEACHING SUGGESTIONS

- Have students discuss and compile a list of some responsibilities parents might assume:

  holding down a job
  buying or renting, furnishing home
  providing food (purchase, preparation)
  making decisions (scheduling, activities, vacations)
  disciplining
  providing emotional security, guidance

  Discuss whether or not pupils think they can handle some of these responsibilities or whether they have some suggestions that might improve the handling of these and make their parents' job easier and their own lives more pleasant.

- Have pupils list and discuss specific skills that they can learn and practice at home. Relate these to how they might prove useful on a job:

  recognition of tools
  use and repair of tools
  use and repair of machinery (lawnmower, T.V., appliances, radio, washer & dryer)
  general cleaning (dusting, waxing, vacuuming and polishing)
  laundering
  ironing
  bed making
  food preparation and cleanup
  sewing
  general measurement
  general repair (defective cords, leaky faucets)

After discussing and listing specific skills, go on to discuss general habits that might carry over from home to a vocation, such as:

Learn to do your share of the work
Take personal pride in a job well done
Try to complete one job before starting another
Practice caring for own room (work or play area and possessions)
Learn to conserve on materials
Learn to return things to a special place once you're through with them
Practice rules of safety in work and play
Try to share responsibilities and get along with others

- Ask the pupils how they get along with various members of their family (parents, brothers, sisters). Handling family conflicts in a constructive manner can serve as a background of experience for handling conflicts that might arise on the job. It is important for the student to understand that social relationships with his family serve as a basis for all future social relationships. Encourage the students to discuss common conflicts that might be of general concern to them, i.e.,

  sibling rivalries
  lack of communication between parents and children
  allowance
  smoking and drinking
  school
  home responsibilities
  outside activities
  dating and curfew
  privacy

  Have the pupils role play conflict situations involving these areas. Discuss various methods and alternatives for problem solving at home.

- Discuss problems that might occur on the job and use role playing to show the problems and their various solutions.

  One employee taking advantage of another in regard to salary, work load, working shifts
  Handling prejudice or discrimination (sex, race, religion) on a job
  Working with someone whom you personally dislike
  Giving or taking criticism

- Invite an employer from a local business or factory to discuss some common social conflicts that occur in employment as well as methods of handling them. Emphasis must be given to the fact that poor social adjustment is the major contributing factor to job failure for the handicapped.

- Work jointly with students compiling a code of social conduct that will help interpersonal relationships both at home or on a job:

  Recognize that all people have disagreements and misunderstandings from time to time.
  Respect the privacy of others.
  Ask permission before using possessions belonging to others.
  Share financial responsibilities, i.e., earn money for buying own clothes, pay carpool expenses, conserve on family materials.
  Accept criticism constructively.

THE SCHOOL-a LABORATORY in VOCATIONAL PREPARATION

- How much student choose one area or room in the home (preferably the pupil's own room), and how him assume complete responsibility for his particular area, much the same as a worker assumes *all* responsibilities for his particular job. How the pupils list all the jobs they will how to assume. The teacher should help the students compile their lists and participate in joint evaluation with the pupils on a weekly basis for about a month.

  Sample evaluation questions:

  Could you complete all your tasks?
  How much time (daily, weekly) did you spend on your home job?
  Did you feel a sense of pride or accomplishment when you finished your work?
  How did your sharing responsibility help the family?

  Alternate home responsibility areas:

  Yard Work

  mowing/watering lawn
  planting and caring for flowers, bulbs, grass
  caring for tools and equipment
  making simple repairs on tools and equipment
  cleaning gutters
  cleaning birdbath
  starting cuttings from leaves or stems
  making yard ornaments

- Make a booklet with illustrations noting some common home responsibilities that serve as vocational preparation, i.e.,

  Personal grooming and cleanness
  Choosing an appropriate wardrobe
  Conserving materials
  Keeping things in a definite place
  Disposing of nonessential materials
  Learning to share and get along with others
  General sanitation (bathroom habits, food handling and preparation)
  Practicing common courtesies (keeping television or radio at a reasonable level, sharing telephone privileges, etc.)
  Helping care for sick family members
  Babysitting
  Assuming some responsibilities for caring for the house upkeep and welfare of siblings
  Telephoning procedures (courteous conversation, emergency procedures)
  Practicing simple first aid procedures

Getting along with parents. n.d.

Homemaking and family living in the parental home. 1965-66

Metyas, R.; Michelangelo, R.; Sofish, E.; Frans, J. & Parsky, L. *Target series.* 1966.

The adolescent in the family. 1968.

Turner, R. H. *The family you belong to.* 1962.

*Detailed resources in Bibliography

THE SCHOOL AS PREPARATION FOR VOCATION

The school plant like the vocational plant depends upon the services and cooperation of many people in order to operate smoothly. The students can play an active role in contributing to the effectiveness of this school organization. By assuming certain rights and responsibilities within the school situation the students learn to bridge the gap between the school and the independent world of work.

SCOPE

To enable students to learn and participate in school activities that can serve as readiness for their vocational life.

OBJECTIVES

1. Students shall evaluate themselves on five qualities of behavior necessary for school and job adjustment.

2. Pupils shall learn specific skills that are necessary both at school and on a job.

3. Class members shall participate in some school related jobs that simulate working conditions.

4. Students shall practice filling out task evaluation forms on their own job performance or the performance of others.

TEACHING SUGGESTIONS

• Discuss with students the type of personal qualities needed to get and keep a job. Have the pupils make a list of these qualities stating how they can be practiced at school and then utilized on the job.

PERSONAL QUALITY	PRACTICED AT SCHOOL	USED ON THE JOB
Cleanliness	Personal appearance Washing before meals/ after bathroom Keeping materials in in order	Interview Meeting sanitation requirements (food preparation) Working more efficiently
Friendliness	Making friends	Making friends
Courtesy	Establish good relationships with teachers, custodians, cafeteria workers	Establish good relationships with employer, fellow employees, service people

WORKER QUALITY	PRACTICED AT SCHOOL	USED ON THE JOB
Pleasant speaking voice	Asking questions, directions Making a favorable telephone impression Meeting and greeting guests, resource personnel	Asking questions, directions Making a favorable telephone impression Meeting and greeting guests, customers, fellow workers
Cooperation	Learning to get along with others Learning to work in groups Taking directions, criticism with a proper attitude Joint projects, plays	Learning to get along with others Learning to work in groups Taking directions, criticism with a proper attitude Assembly line techniques
Industry	Completing assignments Working independently Being willing to do more than required work	Completing job Working independently Working full day or overtime on special projects
Honesty	Doing own work Working within the rules	Being responsible for own tools and work area Complying with rules regulating sick leave, vacation, use of lounge, coffee breaks, etc.
Self-control	Keeping voice within reasonable limits Listening when others are speaking Not monopolizing conversation Walking instead of running Abiding by school and safety rules/regulations	Controlling temper Not taking advantage of facilities (lounge) Abiding by organization rules and regulations
Punctuality	Getting to school and classes on time Being on time for school bus or ride	Getting to work on time Getting to bus, train, car pool on time Complying with time rules regarding lunch, coffee breaks Keeping appointments and meeting with customers on time

Attendance	Being on school on all days except during illness	Coming to work on all days except during illness
Health	Using only those supplies that are needed Conservation of used materials through proper care, usage (health) Returning all supplies not used	Caring for own body at work, dress Work area with conservation of materials as stated Simple repair of books or equipment Returning all unused materials or supplies

- How the pupils make an evaluation chart of personal qualities and behaviors needed to get and keep a job. Pupils should evaluate themselves weekly and rate themselves according to improvement, effort, etc.

- Pupils should learn certain specific skills in school that are necessary or useful on a job situation. These skills should be made an integral part of the curriculum and reinforced on a daily basis.

  Independently writing name, address, phone number, date of birth, parents' names (including maiden name), etc.

  Filling out common personal data material, such as

  - job forms
  - application blanks
  - license permits
  - questionnaires

  Telling time to within five minutes

- Knowing where to locate and how to identify specific locations in

  - School: cafeteria, library, rest room, main office, classrooms
  - Office building or factory: elevator or stairways, fire exits, cafeteria, restrooms, private offices
  - Knowing how to ask and find own way around building, town, using someone's verbal directions
  - Knowing how to use some common directories: school, telephone, store (locate and use structure), emergency numbers
  - Knowing materials that will be needed to perform a particular job
  - Being aware of various routes and alternate means of transportation in case of an emergency

Knowing proper procedures to follow if you are going to be late, absent

calling in
whom to call
filling out proper forms requesting absence or upon return
salary adjustments regarding absence with/without pay

- Have the pupils relate this list of general knowledge and skills to practical application in both school and job situations.

  Give practice sheets for writing down personal data information
  Have students practice time telling skills through class change bells, lunch bells, arrival and dismissal bells, etc.
  Role play telephone situations utilizing telephone directories
  Make a class directory and an emergency number directory
  Make periodic tours around school, public buildings, town, etc.

- Invite resource people or past pupils to come in and discuss their jobs with the class. Encourage this person to discuss: how he got the job, what duties must be performed, how social relationships affect job performance. This person could talk about specific ways in which school can or should prepare them for a vocation.

- Give pupils chances to evaluate themselves in terms of employability. They should be familiar with the qualities that employers regard as important as well as some common records used to evaluate these qualities.

  EXAMPLE 1 Have students examine various school records

  report cards
  attendance records
  health records
  written excuses for absence
  punctuality records

  EXAMPLE 2 Work Records

  part time jobs
  after school jobs
  summer jobs

  EXAMPLE 3 Analysis of reputation in community

  relation to employers
  relation to clergy
  relation to service workers (gas station attendants, repair personnel)

[illegible] Discuss personal aims and needs for employability with regard to:

Physical development and health
posture
motor coordination

Social development
appearance
manners
keeping voice at pleasant level

Emotional stability
ability to complete job
ability to practice self-control when confronted with irritating professional or interpersonal relations
ability to receive criticism constructively

Pupils should be able to examine some of their own records in order to evaluate their own employability.

- Discuss with pupils the many types of jobs or duties they can perform within a school setting. Employ the help of school administration and personnel to place pupils in some of these jobs:

[illegible]	sweeping halls dusting emptying wastebaskets	washing windows stockroom work setting up before/after assembly
[illegible]	picking up litter trimming hedges, bushes grass removal	cleaning up grass after mowing raking leaves
[illegible]	dispensing food stocking shelves clearing and scraping trays cleaning tables and floors	unloading food trucks/supplies putting out milk, collecting cartons removing trash for disposal collecting money and making change
[illegible]	bringing attendance to office opening boxes, packages to assist principal or secretaries answering telephone and taking messages	going on general errands dispensing materials to teachers stamping and enveloping correspondence

[illegible]	helping lower grade children with wraps, lunch, snack time, playground chores	helping organize recess games monitoring washroom, halls, entrance ways, bus patrol, etc.
[illegible]	stacking boxes, supplies	taking inventory of needed supplies
[illegible]	pasting labels in books dusting shelves typing cards for book file	stamping books coming in or going out shelving new books, reshelving those returned
[illegible]	taking films, projector, screen to designated room operating lights	setting up and taking down equipment assisting a person in charge of running the equipment
[illegible]	keeping all equipment [illegible] putting [illegible] room clean	keeping all equipment ready for use (bulbs filled with air, etc.)

Pupils should receive some recognition or financial reimbursement for their work, i.e.:

service points
free admission to school functions
complimentary lunches
special privileges (unrestricted library passes, a free period for use in student lounge, off campus permit for lunch or free periods)

- If a pupil has been working on an in-service training job, have the supervisor of the student's job fill out a monthly evaluation form to go over with the student. The student should be encouraged to evaluate his own performance along with the evaluation of his supervisor.

[illegible]
Building and Grounds - Custodian
Cafeteria/Food Services - Head Cook
Office Services - School Secretary
Teacher Aids - Teacher
Stockroom Services - Custodian
Visual Aids Services - Media personnel or Head of A-V Club or Department
Library Services - Librarian

EXAMPLE EVALUATION SHEET

For the student weekly report — Date: Dec. 1, 1970

Name: Ed Adams

School: Hoover Jr. High

School Employer: St. Bordes

Teacher Director: Mrs. Simpson

Training Area: Cafeteria

Jobs Done — Work Rated: E G S P

1. Distributed milk cartons
2. Cleared off tables
3. Cleaned tables and floor
4. Received money and made change
5. Washed and put away clean dishes

Neatness:
Promptness:
Politeness:

Materials Used: mops, cash register, electric washing and drying equipment

Remarks: Ed is a good and dependable worker. He seems to enjoy most the jobs that show him to actually work with the money.

E = excellent
G = good
S = satisfactory
P = poor

Carson, E. O. *Campus work experience for pre-occupational education.* 1962. *[illegible]

Douglin, V. *Teen-agers at work.* 1968.

Pitch, B. *Eddie in school.* 1968.

*Denoted resources in Bibliography.

Filmstrip:
The school cafeteria workers, Eye Gate, Inc.

LESSON 4

UNDERSTANDING WORKERS

Students have already learned that people are alike in many ways and different in many ways. Personal appearance, beliefs, abilities, and limitations are all aspects of one's individualism. This personal individualism should be respected and preserved. Students must consider their own personality, likes, dislikes when deciding upon future employment possibilities. It is sometimes necessary for the person to fit himself to the job, but work becomes more satisfying and fulfilling if the job itself also suits the person.

SCOPE

To have pupils relate their own personality and abilities to future employment possibilities.

OBJECTIVES

1. Students shall show they are aware of some of their likes and dislikes as they relate to job selection, by matching or showing a mismatch of these preferences to five jobs.
2. Students shall show they are aware of some of their abilities and limitations as they relate to job selection by listing five jobs they are not qualified to hold and five jobs for which they are qualified.
3. Students shall list some qualifications necessary for five occupations.

TEACHING SUGGESTIONS

- Give pupils a list of questions about themselves which can be answered with a yes or no.

  Are you a person who:

  1. Likes to be with people?
  2. Likes to help others?
  3. Works well alone?
  4. Works quickly?
  5. Works carefully?
  6. Talks a lot?
  7. Likes to move around a lot?
  8. Is willing to work hard?
  9. Is always on time?
  10. Can follow instructions carefully?
  11. Is dependable?
  12. Is willing to learn?
  13. Pays close attention to detail?
  14. Has a cheerful disposition?
  15. Is willing to do more than is actually expected?

  Discuss some of their answers and show how their answers might affect future job selection, i.e., if a pupil's answer to no. 7 is no would this person be happy as a travelling salesman, a truck driver or in the armed forces?

  Discuss also the fact that a person's personality and needs are not static but undergo changes with maturity and altering situations. What might be suitable for a man at 20 might be unsuitable for the same man at 40.

- Students might enjoy taking and computing the results of a Kuder Preference Test to see what type of work this test indicates they might prefer. Make sure that students can distinguish between the type of job they might prefer and the type of job they can perform most efficiently. Help them to be realistic in choices.

- Have pupils scan the *want-ad* columns of the local newspaper. Ask them about some of the qualifications necessary for specific jobs. Encourage them to also consider personality factors which might influence performance of this job.

- Give students a list of common jobs. Have them work in groups of 2 or 3 choosing some important personal qualifications that might be involved in performing this job.

  Examples:

  waitress likes people, ability to take directions, works quickly

  moving van loader _____

  delivery man _____

  candy packer _____

  brick layer's helper _____

  gas station attendant _____

  nurse's aid _____

  powder room attendant _____

  messenger _____

  gift wrapper _____

  car washer _____

  maid _____

  stock boy _____

  sales clerk _____

  linen checker _____

  dish washer _____

  elevator operator _____

  baby sitter _____

  car hop _____

  janitor's helper _____

  baker's helper _____

  sacker _____

  newspaper vendor _____

- Give pupils personal check list so they can evaluate their own readiness for employment.

ARE YOU READY FOR A JOB?

Read each question. Ask yourself whether the answer is *Yes* (Y), *Usually* (U), *Sometimes* (S), or *No* (N). Make a check mark in the proper column.

	Yes	Usually	Sometimes	No
1. Am I serious enough to hold a job?				
2. Am I trustworthy?				
3. Am I a good listener?				
4. Am I able to get along with others?				
5. Am I punctual (on time)?				
6. Do I get to school every day?				
7. Do I complete assignments on time?				
8. Am I usually cheerful?				
9. Am I willing to do more than my share?				
10. Am I willing to take advice?				
11. Am I eager to learn?				
12. Am I able to follow directions?				
13. Am I willing to help others?				
14. Do I have a sense of humor?				
15. Can I take criticism?				
16. Can I take responsibility?				
17. If I owned a business, would I be willing to hire a person like me?				
18. Is the job itself important to me?				
19. Am I willing to keep on learning?				
20. Am I willing to give up some personal pleasures in order to improve myself for my job?				
21. Am I willing to start with a low-paying job and work hard to learn skills which will help me get and keep a better paying job?				
22. Do I have respect for people, no matter what kind of job they have?				
23. Do I really believe that ALL jobs are important?				
24. Do I really want to work?				
25. Do I plan to finish high school before thinking about anything but a part-time job?				

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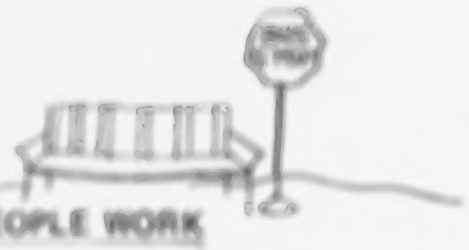
Encourage the students to develop their strengths and try to improve on areas where they are weak. Some jobs take physical strength, others finger dexterity, ability to do a certain operation over and over, etc. Some provision for preparation could be made in the classroom for these skills. Have gimmicks, i. e., nuts, bolts, buttons, where it is necessary to put things together.

SUGGESTED RESOURCES

Interest check list. 1967.

*Detailed resources in Bibliography.



LESSON NO. 6: Understanding Why People Work

UNDERSTANDING WHY PEOPLE WORK

Many students, particularly the mentally retarded, regard work as something that is done after they finish school. The most obvious reason for working is to earn money. Money is necessary to provide people with some essentials of life, i.e., food, clothing, housing, medical care. Yet, there are many other reasons why people feel that working is important for them, i.e., interest, self-respect, etc. The students should be aware of needs fulfilled by working beyond making money for basic survival.

SCOPE

To introduce students to the numerous ways in which working can benefit them as individuals, allowing them to examine the personal values involved in finding employment.

To give pupils an opportunity to discuss possible unemployment and welfare.

OBJECTIVES

1. Students shall list and discuss five ways in which job earnings improve their lives.
2. Students shall be aware of and able to discuss three social and emotional needs that can be met through working.
3. Students shall be able to list five reasons for unemployment.

TEACHING SUGGESTIONS

- Have pupils discuss the various uses of the money they would earn by working. They can relate this to their own experiences by listing the uses money has for their parents, such as:

  supporting a family
  becoming self-supporting and independent
  purchasing basic needs (food, clothing, shelter)
  meeting emergency situations (illness, hospitalization, fire/life insurance, loss of work)

- Have the students tell about some of the things they would like to do with the money they earn or expect to earn. Emphasize realism in their expectations. Plan a monthly personal budget for students to use in evaluating their own use of money. On the following page is a sample budget.

Sample Budget

	INCOME	SCHOOL SUPPLIES	GIFTS	RECREATION	FOOD	CLOTHING	TRANS-PORTATION	SAVINGS
1st Week	allowance $ .50 paper route 1.00 $1.50	pen $ .15	kite $ .10	swimming $ .10	candy bar $ .05 gum .10 ice cream .20 $ .35		bus fare $ .10	$1.50 - .80 $ .70
2nd Week								
3rd Week								
4th Week								
5th Week								

- Discuss ways that parents use the money they earn:

  rent or house payment
  food
  clothing
  doctor bills
  savings for special need for home
  savings for retirement
  recreation
  travel and vacation
  taxes

  Decide how often their parents spend money for these items (daily, weekly, monthly, yearly) including:

  rent
  food
  clothing
  income tax
  recreation
  insurance

- Encourage discussion of benefits of working other than money. Have the students relate the things they enjoyed on jobs or projects for which they were not paid, such as:

  enjoying contact with other people
  feeling useful and productive
  improving in a certain skill
  gaining work experience

- Make a duplication of the following nine occupational values (Cohen & Russelm, 1963), to determine how pupils rate their own occupational values. This list can be distributed to the students with the following verbal directions:

  Decide which one of these things is most important to you as I read the list to you. Place a 1 *beside the one you think is most important to you . . . I will read the list again, leaving out the item you picked. Now tell me which thing is the most important to you? Continue doing this until all items have been ranked.*

  1. A chance to get ahead *(Advancement)*
  2. Job I can enjoy *(Interesting work)*
  3. Steady work; sure of a job *(Security)*
  4. Vacations, social security, retirement plans *(Benefits)*
  5. Good hours; pleasant surroundings *(Working conditions)*
  6. Highly paid job *(Salary)*
  7. Work with people I like *(Relations with others)*
  8. Job highly respected; looked up to *(Prestige)*
  9. Be my own boss, work on my own *(Independence)*

  Other values can be added to this list to enable you to evaluate the values your students place on occupations.

- Ask students to define the term *unemployed* and to relate what they have seen or heard concerning unemployment. Ask them to discuss some common reasons for a person's being unemployed, such as:

  lack of affordable child care
  lack of education
  being laid off
  strikes within company
  physical disability
  physical disability
  inability to do the job
  inability to get along with co-workers
  lengthy illness
  lack of jobs in a community

Guide for educable mentally retarded. 1966.

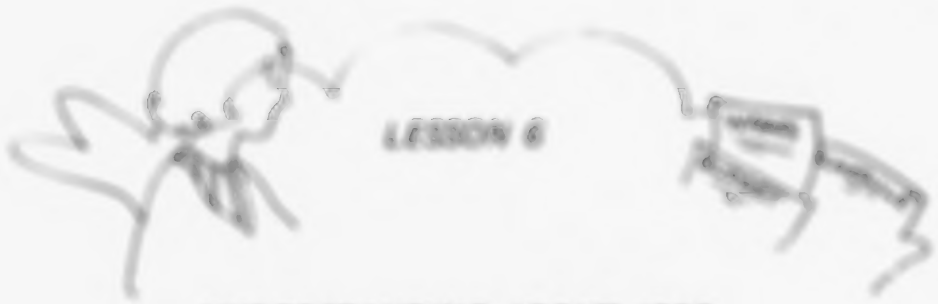
Carson, E. O. *Teenagers prepare for work in the community.* 1968.

Goldberg, H. & Brumber, W. T. *New Rochester occupational series.* 1963.

Turner, R. H. *The money you spend.* 1962.

The job you get. 1962.

*Detailed resources in Bibliography.



LESSON 6

UNDERSTANDING ABOUT JOBS

It is necessary for students to be familiar with all aspects involved in job selection: types of work schedules, payment procedures, job qualifications and requirements, necessary skills, pay and fringe benefits. In this way, pupils are aware of some of the options and alternatives open to them in job selection, and are better able to select a job area that is compatible with their own qualifications and preferences.

SCOPE

To enable students to learn about the following options available to them in job selection:

working schedules
salary policies
qualifications
requirements
skills
fringe benefits

OBJECTIVES

1. Pupils shall analyze two specific jobs in regard to the areas mentioned in the scope.
2. Pupils shall choose five elements that they like or dislike about specific aspects of two jobs.

TEACHING SUGGESTIONS

- Have the pupils discuss their families' or friends' jobs. Discuss such aspects as working schedules, salary, what is actually done on the job, vacation schedules, etc. Encourage pupils to choose some things they would like or dislike about the jobs with which they are familiar. For instance, a student might contribute:

  I would like to work in a service station. Sometimes the pay is poor and some of the shifts are bad, but I like to work outdoors and tinker with cars.

- Have students tell about the alternate time schedules that are possible with employment. Ask them to contribute the names of some specific jobs they know about that operate within these time schedules:

Full time:
work every day - 8 hours or more
work 40 hours per week

Part time:
work few hours a day
work regular days

Permanent:
some job held for a long period of time

Temporary:
work for a limited time only

Full time temporary:
work regular hours but know the job will not last long, i.e., summer job or substituting for a person on vacation

Part time temporary:
mowing lawns, baby sitting

- Give students some samples of different pay schedules. Students should be sure to know how much money they are being paid and when they will be paid. Payment procedures help to determine whether you will be satisfied with a particular job, such as:

by the hour	by the job (a contract)
by the day	on commission
by the week (bi-weekly)	by salary and commission (salesmen, wholesale)
by the month	by the load (hauling)

Discuss with pupils some advantages and disadvantages of these different methods, i.e., security, good wages, freedom.

- Give students a sample payment chart to fill out as practice in computing earnings. The following example might represent a part time job at a store with a salary of $1.00 for each hour worked.

Day	Time Worked	Number of Hours Worked	What You Earned
Monday	4:00 p.m. to 6:00 p.m.	2	$2.00
Tuesday	4:00 p.m. to 6:30 p.m.	2½	
Wednesday	4:00 p.m. to 6:00 p.m.	2	
Thursday	4:00 p.m. to 5:00 p.m.	1	
Friday	4:00 p.m. to 6:00 p.m.	2	
Saturday	8:00 p.m. to 5:00 p.m. (one hr. for lunch)	8	
Sunday			
	Total	17½	

Ask pupils to answer the following questions:

How much did you earn for the week?
How many hours did you work all week?
How many hours did you work on Saturday?
How many hours did you work on Thursday?

(Refer to starter unit for the difference between gross and net pay.)

- Use want ads from a newspaper as a means of discussing jobs available. Encourage students to evaluate their own qualifications for particular jobs, such as:

educational level (skills needed in communication, math, typing)
personality (social habits, character work habits)
health
physical abilities

Samples:

File Clerks

Perm., part time file clerk. Job requires constant standing/walking. Must have high school diploma. Min. height 5' 2". Hours 8:30 a.m. to 12 noon. Mon. thru Fri. Salary $1.63 hr.
Apply Personnel Dept.
8:30 - 4:30 Mon. thru Fri.
Nationwide Movers, Inc.
250 Conrad Blvd.

General work in large used furniture, appliances, and antiques store. Cleaning, polishing, washing dishes, etc. Local refs., excel. health, bondable. Approx. 6 to 8 hrs. daily as mutually agreeable, 5-day week. Start at $2.25 hour. Only letters with full particulars, physical description, age, etc., will be considered. Write this paper, Box 63474.

Again, have pupils use want ads from the paper or examine job summary bulletins put out by Department of Health, Education, Welfare or local employment agencies as a means of discussing job requirements, i.e.,

duties
hours (no. of hours, split or rotating shifts, stopping and starting times)
time to stop or start
signing in or punching time clock
special safety rules or precautions (safety goggles)
personal appearance (need for uniforms)

Sample:

Waitress Wanted

Combination tray pet/counter waitress 7 a.m. to 3 p.m. weekdays only. Must provide own uniform and rubber soled shoes. Meals provided. Refs. req. Apply Smith's Coffee Shop 7617 Middleton

How do the circled words tell you about the necessary job requirements? Correlate job requirements with other areas of curriculum, such as:

Math

Figure number of hours a week job would require
Use a calendar to compute the number of days worked per month
Figure out pay check for time worked
Explain and demonstrate use of a time clock

Discuss with pupils some special skills which might be required for specific jobs. It is important to emphasize here the interdependence and importance of all types of skills and jobs. For example, some of the skills that might be necessary for a job involving building maintenance, construction or service are:

Reading

- on and off switches
- instructions for using paint or operating tools
- labels on cans
- names
- instructions on use of equipment
- names of tools or equipment
- catalogue for ordering supplies
- items on bulletin boards

Writing

- sign receipts
- fill out order forms
- fill out hotel room cards
- take notes on repairs
- take messages
- names of materials needed or used

Oral Language

- telephone conversation
- courteous speech
- communicating about repairs, supplies

Mathematics

- counting
- simple addition and subtraction
- street and apartment numbers
- reading thermometers
- measuring (liquid, dry)
- distances
- reading gauges

Some of the more general skills that carry over into many jobs *can* and *should* be taught in the classroom, such as map skills, addition and subtraction, social and telephone conversation, filling out application forms, conducting interviews.

- Since the physical environment can influence our adjustment and effectiveness on a job, students should be aware of the actual physical plant or physical environment that accompanies certain jobs:

  inside or outside
  weather conditions
  air pollution, i.e., mining, factory work
  temperature extremes, i.e., welding, meat packing
  physical hazards, i.e., dangerous machinery, exposure of chemicals or radioactivity

  Have resource people from various community industries come in and discuss the working conditions of their particular jobs. These people should also speak about safety rules on the job and why it is necessary that these rules be obeyed.

- Follow up the previous activity by making safety posters and observing safety rules. Encourage students to be familiar with common safety signs and a safety vocabulary that might be useful on a job.

Wilson's Essential Vocabulary

ADULTS ONLY
ANTIDOTE
BEWARE
BEWARE OF THE DOG
BUS STATION
BUS STOP

CAUTION
CLOSED
COMBUSTIBLE
CONTAMINATED
CONDEMNED

DEEP WATER
DENTIST
DON'T WALK
DO NOT CROSS, USE TUNNEL
DO NOT CROWD
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT PUSH
DO NOT REFREEZE
DO NOT SHOVE
DO NOT STAND UP
DO NOT USE NEAR HEAT
DO NOT USE NEAR OPEN FLAME
DOCTOR (DR.)
DOWN
DYNAMITE

ELEVATOR
EMERGENCY EXIT
EMPLOYEES ONLY
ENTRANCE
EXIT
EXIT ONLY
EXPLOSIVES
EXTERNAL USE ONLY

FALLOUT SHELTER
FIRE ESCAPE
FIRE EXTINGUISHER
FIRST AID
FLAMMABLE
FOUND
FRAGILE

GASOLINE
GATE
GENTLEMEN

HANDLE WITH CARE
HANDS OFF
HELP
HIGH VOLTAGE

IN
INFLAMMABLE
INFORMATION
INSTRUCTIONS

KEEP AWAY
KEEP CLOSED AT ALL TIMES
KEEP OFF (THE GRASS)
KEEP OUT

Wilson's Essential Vocabulary, continued

LADIES
LOST
LIVE WIRES

MEN

NEXT (WINDOW) (GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LOITERING
NO FISHING
NO HUNTING
NO MINORS
NO SMOKING
NO SPITTING
NO SWIMMING
NO TOUCHING
NO TRESPASSING
NOT FOR INTERNAL USE
NOXIOUS
NURSE

OFFICE
OPEN
OUT
OUT OF ORDER

PEDESTRIANS PROHIBITED
POISON
POISONOUS
POLICE (STATION)
POLICEMAN
POST NO BILLS
POST OFFICE
POSTED
PRIVATE
PRIVATE PROPERTY
PULL
PUSH

SAFETY FIRST
SHALLOW WATER
SHELTER
SMOKING PROHIBITED
STEP DOWN (UP)

TAXI (STAND)
TERMS CASH
THIN ICE
THIS END UP
THIS SIDE UP

UP
USE BEFORE (DATE)
USE IN OPEN AIR
USE OTHER DOOR
USE REAR ENTRANCE
USE SIDE ENTRANCE

VIOLATORS WILL BE PROSECUTED

WALK
WANTED
WARNING
WATCH YOUR STEP
WET PAINT
WOMEN

ALL CARS (TRUCKS) STOP
ASK ATTENDANT FOR KEY

BEWARE OF CROSS WINDS
BRIDGE OUT
BUS ONLY

CAUTION
CONSTRUCTION ZONE
CURVE

DANGER
DANGEROUS CURVE
DEAD END
DEER (CATTLE) CROSSING
DETOUR
DIM LIGHTS
DIP
DO NOT BLOCK WALK (DRIVEWAY)
DO NOT ENTER
DRIFTING SAND
DRIVE SLOW

EMERGENCY VEHICLES ONLY
END 45
END CONSTRUCTION
ENTRANCE
EXIT ONLY
EXIT SPEED 30

Wilson's Essential Vocabulary, continued

FALLING ROCKS
FLOODED
FLOODS WHEN RAINING
FOUR WAY STOP
FREEWAY

GARAGE
GATE
GO SLOW

HOSPITAL ZONE

INSPECTION STATION

JUNCTION 101A

KEEP TO THE LEFT
KEEP TO THE RIGHT

LANE ENDS
LAST CHANCE FOR GAS
LEFT LANE MUST TURN LEFT
LEFT TURN ON THIS SIGNAL ONLY
LEFT TURN ONLY
LEFT TURN O.K.
LOADING ZONE
LOOK
LOOK OUT FOR CARS (TRUCKS)
LISTEN
LOW BRIDGE

M.P.H.
MECHANIC ON DUTY
MEN WORKING
MERGE LEFT (RIGHT)
MERGING TRAFFIC
MILITARY RESERVATION

NEXT
NO LEFT TURN
NO PARKING
NO PASSING
NO RIGHT TURN ON RED LIGHT
NO SMOKING AREA
NO STANDING
NO STOPPING
NO TURNS
NO "U" TURN
NOT A THROUGH STREET

ONE WAY - DO NOT ENTER
ONE WAY STREET

PAVEMENT ENDS
PLAYGROUND
PROCEED AT YOUR OWN RISK
PRIVATE ROAD
PUT ON CHAINS

R. R.
RAILROAD CROSSING
RESUME SPEED
RIGHT LANE MUST TURN RIGHT
RIGHT TURN ONLY
ROAD CLOSED
ROAD ENDS

SCHOOL STOP
SCHOOL ZONE
SLIDE AREA
SLIPPERY WHEN WET (FROSTY)
SLOW DOWN
SLOWER TRAFFIC KEEP RIGHT
SPEED CHECKED BY RADAR
STEEP GRADE
STOP
STOP AHEAD
STOP FOR PEDESTRIANS
STOP WHEN OCCUPIED
STOP MOTOR

THIS LANE MAY TURN LEFT
THIS ROAD PATROLLED BY AIRCRAFT
THREE WAY LIGHT
TURN OFF ¼ MILE
TURN OFF
TRAFFIC CIRCLE
TRUCK ROUTE

UNLOADING ZONE
USE LOW GEAR

WATCH FOR FLAGMAN
WINDING ROAD
WATCH FOR LOW FLYING AIRCRAFT

YIELD
YIELD RIGHT OF WAY

- Have pupils make a display of safety items that can be used to alter physical plant conditions.

  fire extinguisher
  insulated gloves
  safety goggles
  safety tools
  helmets
  ear plugs
  padded clothing as protection from weather extremes

  A resource person can be brought in to demonstrate the use of some of this equipment.

- Another important factor to consider when choosing a job is pay and fringe benefits. Students should be aware of how these elements will effect their salary. Discuss in the classroom such things as:

  Salary (how paid - how often)
  Deductions:
  Federal tax or withholding tax
  city or state income tax
  union dues
  social security tax , retirement
  unemployment insurance
  workman's compensation
  breakage or damage
  payroll savings
  group insurance
  loss of time
  Pensions
  Vacations
  Tenure
  Bonuses or tips
  Recreational facilities
  Security
  Cost of keeping a job (transportation, car expenses, babysitting costs)

  (Refer to starter unit, page)

- Explain the use of the word facilities to students. Have them name common facilities found in the home (kitchen, bathroom, recreation room) and at school (cafeteria, gym, playground, rest rooms, library, student lounge). Just as there are facilities for public use at home and in school, there are facilities for public use in a job situation, such as:

  lunch room or cafeteria
  vending machines
  rest rooms
  workers lounge
  working station
  parking area

  Discuss with pupils some of the rights and responsibilities of workers with regard to proper use and care of the facilities.

- Use case studies as an example of learning about misuse by workers of the coffee break and rest rooms or lounge. Let students decide what should be done in each of the following situations:

  If a worker used the lounge as a place in which to nap an hour or so each day
  If asked by a co-worker to punch in for him
  If you saw someone take tools from the job
  If your friend threw candy wrappers on the floor

- Discuss with students some advantages and possible disadvantages of keeping a particular job over a long period of time.

Advantages	Disadvantages
developing certain skill	boredom
job security, seniority	not expanding social contacts
advancement (promotion)	lack of interest
salary increase (pay raise)	disregarding other job opportunities
fringe benefits	
making group of friends	

- Use want-ads from the newspaper and develop each job as far as possible according to the following:

qualifications	pay and fringe benefits
requirements	use of physical surroundings
manual skills required	transportation
working conditions	job vocabulary

Students should be encouraged to use the following resources: resource persons, field trips, Finney materials (*Finding your job series*)

RESOURCE MATERIALS

Doglin, Y. *Help yourself to a job.* Parts I and II, 1965.

Employment outlook for tomorrow's jobs. U. S. Government Printing Office, 1968.

Finding your job series. Finney, 1961-67.

Occupational outlook handbook. U. S. Government Printing Office, 1968-69.

Occupational outlook quarterly. U. S. Government Printing Office, quarterly.

Preparing for job success. Houston Public Schools, n.d.

Randall, F. *Getting a job.* 1966.

Turner, R. E. *Career quidance series.* 1967.

Wade, J. M. *Jerry works in a service station.* 1967.

Films

Eyegate, Inc.

Stocker in a super-market, 117B
The waitress, 117C
Fixing a flat tire, 117D
The variety store, 117F
The nurses aid, 117H
The gas station attendant, 117I

**Detailed resources in Bibliography*

LESSON 7

UNDERSTANDING JOB CATEGORIES

There has been an increase in the types of jobs available to the qualified handicapped or mentally retarded worker. The types of occupations in which most EMR's are employed include:

service workers
unskilled workers
semiskilled workers
clerical, sales, etc.
family workers homemakers
agricultural workers
skilled employees

Employees and establishments are expanding their opportunities for employing the mentally retarded. Among the places where they are usually employed are laundries, dry cleaning establishments, restaurants, gas stations, barber shops, beauty parlors, hospitals, nursing homes, private homes, nurseries, publishing houses, retail stores, factories, farms, etc.

The handicapped student must realize that certain jobs are unrealistic for and unavailable to him. He must also be aware of the wide range of employment opportunities that are open and available to him and that by working on these jobs he is fulfilling a worthwhile function for society.

SCOPE

To teach students about the many types of occupational opportunities open to them for employment, the need for and importance of all types of workers and jobs.

OBJECTIVES

1. Pupils shall learn three specific job catagories in which they are most likely to find employment, as well as two common jobs within this category.

2. Students shall know five specific duties involved in accepting positions in various job categories.

3. Pupils shall discuss and use three concrete examples to illustrate the importance and interdependence of all workers in all types of jobs.

TEACHING SUGGESTIONS

- Introduce pupils to some major job categories. Give pupils some suggestions of the jobs and work that might fit into this category.

Agricultural Jobs (working on farms/ranches)

Help plant and care for fruits, grains, or berries
Help harvest and prepare products for shipments
Do general farm work
Deliver products to markets

Care and feeding of animals (feed, water, clean)
Gather animal products (eggs, milk, manure)
Clean animal houses, barns
Operate and repair farm equipment

Building Service Jobs (working in clubs, factories, hospitals, hotel, motel, office, school, or theater)

Sweep, vacuum, polish floor
Clean and dust
Empty garbage
Clean restroom
Wash windows
Move furniture
Care for heating/cooling systems
Shovel snow
Make simple repairs
Operate elevator (people or freight)
Answer questions
Greet people at door
Help carry packages or baggage
Check identification of visitors
Check door and windows for security
Check for fire

Building Trade Jobs (factory, home, institution, office building, store, school)

brick laying
carpentry
cement work
construction work
sanding
painting
plastering
wall papering
roofing
packing and wrapping
sewing
assembly line work

Clerical and Sales (beauty shop, dry cleaners, greenhouse, nursery, laundry, office, retail stores, theater, warehouse)

typing and filing
sorting cards, paper
operating office machinery (adding machine, duplicator, mimeograph)
taking telephone messages
running errands
arrange materials for filing, alphabetizing
check out library books
warehouseman
stuffing, sealing envelopes
packaging and mailing material
stapling
operating switchboard
delivering messages
receive and deliver mail
sort mail
type
stockroom employee
sales clerk

Cloth and Clothing Manufacture

sewing by hand, machine
marking and sewing on buttonholes, zippers
ironing and pressing
loading and unloading trucks, bolts of material
collect waste/clean area
maintaining machinery
packaging and transporting products
cutting/folding patterns or materials
operating weaving looms

Construction Jobs

- shovel
- lay roads or highways
- mix cement
- assist with simple construction jobs
- store tools
- dig ditches
- load/unload materials
- upkeep of machinery
- paint

Food Processing (canneries, bakeries, food plants, slaughter houses)

- prepare goods for shipment or display
- package goods
- grease, repair utensils
- wash utensils, clean work areas
- kill and clean animals
- label and weigh meat
- work on assembly lines
- bottle liquids
- label packages or containers
- wrap/unwrap packages
- operate machinery
- measure, weigh, count cooking ingredients
- cut and slice
- sort by size, quality
- assemble/fill cartons and boxes
- clean machinery
- prepare food for canning, bottling, freezing

Food Service Jobs (cafeteria, club, catering services, hospital, hotel, motel institution, restaurant)

- clean food
- watch, stir, cook food
- clear dishes
- fill water glasses
- wash dishes (hand or machine)
- store/shelve dishes, silver, cooking utensils
- seat guests
- take orders
- replace table supplies
- help prepare simple foods
- measure and combine ingredients
- clean table
- scrape dishes, trays, pans
- clean work areas
- sweep, scrub floor
- straighten furniture
- give out menus
- serve foods

Home Service Jobs

- sweep, vacuum, clean house
- wash, dry, iron clothes
- cook/serve meals
- help with heavy housework
- wash/wax car
- take out garbage
- polish, dust furniture
- answer telephone, take messages
- clean up after meals
- care for lawn
- make simple repairs

Personal Service Jobs

- shine shoes
- sterilize equipment
- answer phone, take messages
- wash, rinse hair

• Have the pupils contribute additional duties or jobs that might fall into these categories. Have them try to place common jobs they are familiar with, i.e., jobs o family, friends, into an appropriate job category.

• Use a current events approach to help students understand the interdependence and importance of all workers on all types of jobs, i.e.:

What are the problems brought about by sanitation workers' strike?
- Accumulation of garbage
- Breeding of flies, rodents
- Outbreak of disease
- Pollution of rivers
- Inadequate sewage disposal
- Unpleasant odor

Use this same type of discussion on such topics as:
- Air controllers' strike
- Trucker/transportation strike
- Farmers' cut back on production

• Have the students trace a common product from its source to its final use, i.e., the following people might be either directly or indirectly involved in getting a piece of paper into your home:

- tree planter
- forest surgeon
- loggers
- paper sorters/packers
- drivers of transporting trucks
- sales personnel, etc.
- insecticide distributor
- machinery distributor (electric saw)
- employees of mill (splitting, debarking, mashing and pulping operators)
- loaders/unloaders

• Have each pupil choose a particular item he or she wants and trace it back to the many people involved in getting this product to the individual, i.e.,

- sweater
- candy
- money
- leather purse
- comic book

• Some pupils might be interested in learning about the special vocabularies that can be involved in certain jobs or professions. Have activities where the pupils can actually observe people at their jobs. Make a list of any special words or terms that are used. Some of these can be discussed in the classroom or used in conjunction with spelling or reading lessons, i.e.:

food preparation		laundry and cleaning	
broil	dozen	bleach	mangle
chef	entree	detergent	wring
cleaver	a-la-carte, etc.	lot-number	reject

The words listed are found in an article in *Education* entitled *Academic Requirements of Jobs Held by the Educable Mentally Retarded in the State of Connecticut* by Milton Abraham Young. (Presented at the 81st Annual Meeting of the American Association on Mental Deficiency, May 21-25, 1957.) They are a segment of a table contained in Young's article and indicate vocabulary that might be essential for certain jobs. Other work areas which could be used for vocabulary study are mentioned.

JOB VOCABULARY FOR EACH JOB AREA

Food Preparation and Service

a-la carte
a-la mode
apron
bacon
bake
banquet
batter
beef
beets
boiled
broil
broil
bulk
cabbage
cafeteria
cake
carrots
cart
cash (ier)
catsup
cereal
chef
chip
cleaver
counter
cream(er)
cupboard
daily
dark coffee
dessert
dice
dish towel
dishwasher
dough
dozen
drain
eggs
entree
flour
fork
frosting
frozen foods
fry
garbage
grapefruit
grate
grill(ed)
half and half
ingredient
juice (glass)
kitchen
knife
label
ladle
lemon
light coffee
liquid
lowerator
lukewarm
machine
manners
measure
meat
medium
menu
mixture
mop
muffin
mustard
napkin
ounce
pan
pantry
pastry
peas
peel
perishable
pepper
pie
pint
polish
portion
pot
potatoes
poultry
pound
powder
punch
quarter
rack
rare
recipe
refrigerator
relish
rib
rinse
rise
roller
rolls
rubbish
salad
salt
sandwich
sauce (r)
saucepan
scoop
scour
scrambled eggs
scrape
scrub
set-up
shell
shortening
short-order-cook
serve
sieve
sift(er)
simmer
skimmer
slice
soap
soda
spatula
special
spice
spoon
stack
steak
steel-wool
stew
storeroom
substitute
soup
sugar
sundae
sweep
table
tea
temperature
tip
toast
to-go
tray
uniform
utensils
veal
vegetables
waste
waterglass
weigh
well-done
whip
whipped cream
yeast

OTHER AREAS

Laundry and Cleaning
Motor Vehicle Operation and Service
Hospital and Institution Work
Building Operation, Maintenance, Construction, and Service
Factory Production Jobs
Office, Department, and Small Store Work

Personal Service and Miscellaneous Jobs:

Bootblack
Shoe Repair
Valet
Gardener Helper
Washroom Attendant
Laundryman's Helper
Pin Boy
Movie Usher
W.U. Messinger

Lerner, L. & Moller, M. *Follett Vocational Reading series,* 1965-1967.
What job for me? Series, McGraw-Hill, n.d.
Films: Mc-Graw Hill, *What job for me?*

*SUGGESTED RESOURCES

*Detailed resources in Bibliography

UNDERSTANDING JOB QUALIFICATIONS

Students should be able to view themselves realistically in terms of their employability. There are certain personality traits, work habits, skills that employers look for in prospective candidates. If pupils are aware of these, they are more capable of setting realistic occupational goals for themselves.

SCOPE

To help students evaluate and improve those qualities that will enhance employability.

OBJECTIVES

1. Pupils shall discuss five personal character qualities that an employer considers important.

2. Students shall be aware of five specific work habits that improve job performance and practice these in a classroom situation.

3. Pupils shall learn and practice five general skills that would help them find jobs in most areas of employment.

TEACHING SUGGESTIONS

■ Discuss with pupils some personality traits that employers look for in a prospective employee. Have the students relate these qualities to why they would be important in a job situation.

1. Is self-confident - willing to meet people, willing to try new things. Gives others (customers, employers) confidence in you.

2. Is cheerful - makes working with/or for you more pleasant.

3. Is cooperative - allows you to work more efficiently with a boss, supervisor, or other employers. Enabies you to change tasks or duties with greater ease.

4. Respects privacy - allows you to attend to your own job without meddling in other peoples' affairs.

5. Accepts criticism - means you can accept comments about your performance without considering them as a personal insult.

6. Is neat, clean:
   Makes favorable impression
   More pleasant for others to work with you
   Sanitary reasons (Example: handling food products)

7. Can take and follow directions-can work without supervision.

8. Is honest:
   Can work without supervision
   Can be trusted to handle money
   Does not abuse working privileges

9. Is dependable:
   Shows up for job regularly
   Completes job or task
   Handles own responsibilities

10. Is willing to learn:
    Can learn new jobs or tasks
    Willing to operate new equipment

11. Is flexible:
    Can work with different people in different positions
    Can adjust to changes in work shift, specific duties, location changes

- Have the students make a dictionary of some of these words. They can then rate themselves on their own personal employability with regard to the following criteria:

dependable	confident
cheerful	privacy
punctual	cooperation
flexible	appearance

- Students can work in teams to look up and write down definitions.

- Read stories to the class about people who have experienced both job successes and failures, in order to help students become aware that good social habits, as well as good work habits, are important. Pupils can discuss some specific reasons for both success and failure.

- Invite a vocational counselor to make periodic trips to the class to discuss job successes or failures he has seen or knows about. He can give possible causes for the failures that the students can discuss.

- Certain skills and general work habits have an important effect upon an individual's employability. It is important that the pupils not only be aware of these skills and work habits, but also have a chance to practice them on a daily basis in the classroom. Skills, work habits, and general information that the student should have are:

SKILLS:

Knows how to pay for lunches, transportation
Speaks clearly, using proper and discreet language
Has facility in manipulation of tools and materials
Knows how hours and wages are related.
Can figure wages due for various rates and time periods
Knows own vital statistics for filling out application forms

Can read and fill out application forms for employment
Read and interpret safety signs and posters
Understand proper interviewing behavior and procedures
Knows of specific job hazards and necessary safety precautions
Can fill out the following forms, i.e., federal, state income tax, postal change of address, driver's license application, social security forms
Can answer carefully selected newspaper want ads
Knows some ways of finding a job
Reads adequately for self-protection and welfare of others
Can budget money to meet the necessities of each day
Use time clock

WORK HABITS:

Has a desire to do a quality job
Completes a job he has started
Can follow directions
Is punctual
Has good attendance
Can work both independently and with others
Assumes a proportionate share of responsibilities in group situations
Maintains an acceptable level of speed, accuracy, rate of production
Is safety conscious
Tries to improve workmanship within reasonable time limits
Is dependable
Can work under pressure at a competitive pace
Conserves time and materials through efficient work habits

GENERAL INFORMATION:

Knows of some agencies to help with individual job training and placement
Knows of available job opportunities within the community
Knows that different abilities are needed for various occupations
Can avail himself of services such as:
- State Employment Agency
- Vocational Rehabilitation
- Division of Employment Security

Knows how to search for a job:

friends	want-ads	agencies

Knows about some of the fringe benefits involved in employment:

insurance	sick leave	hospitalization
vacation		

Knows current minimum wage and labor laws

Plan visits to local places of employment to familiarize students with the physical demands and qualifications certain jobs entail. Questions should be prepared in advance by the class for each visiting experience.

local plants	stores	transportation centers
offices	hotels	factories
laundries	bakeries	farms
restaurants		

- Because job analysis is important in the occupational placement of special class pupils, local job information should be compiled and made available to pupils. As an all-class project gather and organize an occupational or vocational file containing information and requirements for specific jobs. The type of information contained in this job file would include:

Job vocabulary	Required manual skills
Required academic skills	Personal/group safety procedures
Physical demands	Required attitudes and work habits

- Preparation for specific academic requirements for job placement is a function of the school. The academic skills necessary in most jobs should be integrated directly into the regular curriculum through reading, math, spelling, oral and written language.

The academic skills listed below are those deemed most necessary for successful job placement of the handicapped student. The teacher should examine this list and choose those items mentioned with the greatest frequency in each area to emphasize in the classroom.

The information in the following table was reported at the 81st. annual meeting of the American Association on Mental Deficiency and later written up in *Education,* entitled Academic Requirements of Jobs Held by the Educable Mentally Retarded in the State of Connecticut, by Milton Abraham Young (May 21-25, 1957, pp. 794-797.)

TABLE I

ACADEMIC SKILLS REQUIRED IN EACH JOB AREA

Skills Common to All Job Areas*

Reading
- Job application
- Withholding tax slip
- Safety posters

Mathematics
- Figure out pay

Writing
- Name on time card
- Tax withholding slip
- Job application

Spelling
- All information needed in writing area

Oral Language
- Speak and understand English

Food Preparation and Service

Reading
- Name on time card
- Days of the week
- Streets and addresses
- Can labels
- Directions for equipment use
- Items on menu
- Recipes
- Waiter's order slips
- Inventory sheets
- Schedules
- Orders from chef

Mathematics
- How to stack
- Full and empty
- Size
- Concept of one to ten
- Tell time
- Count to fifty
- Read thermometer
- Add up sales check
- Judgment of small numbers
- Pay small bills
- Can sizes
- Make change
- Hours worked
- Fractions to eighths
- Weights and measures
- Punch amount on ticket
- Compute price from weight

Table 1 (continued)

Writing
Sign name
Mark containers to go out
Mark sandwiches to go out
Order from menu

Oral Language
Understands directions
Speak politely to customers
Suggest items on menu

Spelling
Own name
Names of sandwiches
Kinds of coffee
Items of food

Laundry and Cleaning

Reading
Letters of the alphabet

Mathematics
Copy numbers
Counting to twenty-five
Full cup, half cup
Record laundry number
Assembly laundry by number
Read scale
Estimate size of wrapping paper
Concept up to 200
Weights
Count and write up to 1000

Writing
Letters of the alphabet
Numbers and weights

Oral Language
None

Spelling
None

Motor Vehicle Operation and Service

Reading
Oil guage
Labels on cans
Car names
Telephone names
Driver's test
Simple directions

Mathematics
License plate numbers
Telephone numbers
Count number of items to 100
Pressure gauge
Time schedules
Gasoline pump

Reading
Job order blank
Manufacturers' instructions
Names of tools and parts
Street names
Names of customers

Mathematics
Read meters
Make change
Compute bill
Figure sales tax

Writing
Items on sales slips
Items on job orders

Spelling
Items on sales slips
Items on job orders

Oral Language
Speak clearly and politely
Give clear directions or map information

Hospital and Institution Work

Reading
Names of departments
Names of doctors
Some instructions
Labels on stock items
Supply list
Bills of lading
Messages
Requisition slips

Mathematics
Count to fifty
Portion using spoon as measure
Add and subtract
Floor designations (1st)
Numbers to 1000
Pounds and ounces on scale
Wattage on bulbs
Room numbers
Sizes of containers
Weights and measures

Table 1 (continued)

Writing
Telephone messages

Reading
Basic as telephone messages

Oral Language
Telephone conversation
Speak politely to parents

Building Operations, Discussions, Explanations, and Stories

Reading
The end of
Instructions as driving pass
Letters as sons
Stories
Explanations as use of equipment
Stories of work and equipment
Readings for activity supplies
Items as features found

Mathematics
Count to ten
Numbers of operations
Add
Read thermometer
Temperature supplies
Distance measure
Liquid measure
Read gauges

Writing
Age weights
Fill out work weights
Fill out food work cards
Take notes as reports
Take messages
Stories of materials used

Reading
All information to be written

Oral Language
Telephone conversation
Explain speech to customers
Clear rules for accountability

Office, Department, and Small Store Work

Reading
Alphabetical names
Read names from who dig
Names of employers
Street names
Check terms against orders
Customers' names
Read price dig
Items of clothing
All terms sold

Mathematics
Compare numbers
Count to ten
Add and subtract
Make small change
Use money
Days, weights, and measures
Multiply
Fill and discount

Writing
Telephone orders
Use terms with to book
Fill out sales slips

Spelling
Names of customers
Terms sold

Oral Language
Telephone conversation
Public consequence and customers
Give information

Factory Production Jobs

Reading
Signs as time card
Letters
Names of materials
Names of items
Street addresses
Directions and simple orders
Bills and receipts

Mathematics
Concept of one
Concept of full
Objects to a dozen
Concept of ways to
Complex numbers
Count to ten
Add and subtract
Measure to 1/16
Distance measure
Complete bill

Writing
Simple telephone messages

Spelling
Words for telephone messages

Oral Language
Follow oral directions
Telephone conversation
Give explanations

Table 1 (continued)

Personal Issues and Vocational Info

Reading
- Symbols on machines
- Safety
- Signs on glass doors
- Labels on cans and jars
- Forms to sign
- Signs on walls
- Signs outside, inside
- Signs on work sites

Writing
- Fill out forms
- Write telephone messages

Oral Language
- Take directions
- Telephone conversation, asking and answering

Mathematics
- Count to ten
- Count to twenty
- Make shelf listings
- Read time numbers
- Say days, n/s
- Tell time to the hours
- Weights and measures

Reading
- Weights words for telephone messages

Bamlett, W. & Thompson, F. *Team guide to homemaking*. 1967.

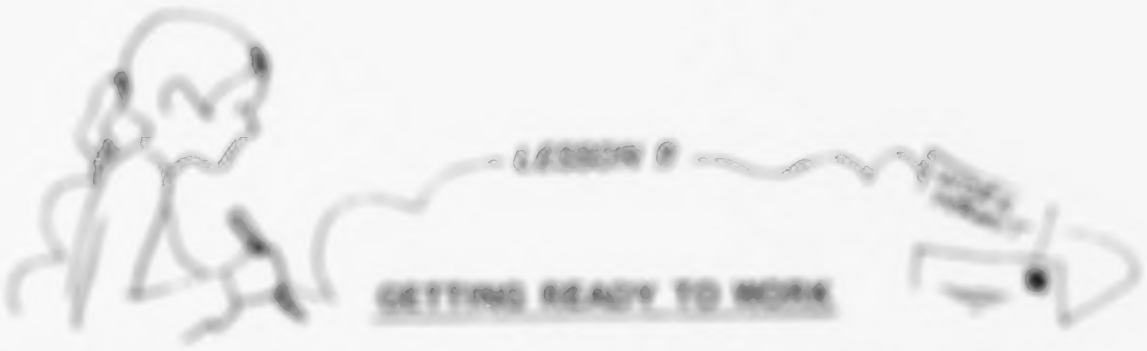
Bonner, J., Gutchell, R. & Kunst, F. *Basic driver education*. 1968.

Greenlands, W. *Finding your job series*. 1961-67.

Tripp, F. *I want a driver's license*. 1964-66.

Wood, J. D. *Getting ready to drive*. 1967.

*Detailed resources in Bibliography



LESSON 9

GETTING READY TO WORK

Students should know the specific requirements necessary in order for them to find a job. Also, it is a waste of time and effort for students to apply for a job without the necessary legal forms and information. Many handicapped or retarded students want to leave school and find a job as soon as they reach legal age. They should be aware that there are certain jobs and hours that are legally forbidden to persons under 18 years of age.

To make students aware of specific legal documents and laws which might be necessary to use when looking for a job.

OBJECTIVE

1. Pupils shall state why a birth certificate is necessary for employment and where they can obtain one.

2. Students shall state why a social security number is legally necessary for employment and shall tell how they can obtain one.

3. Pupils shall state under what conditions a work permit is necessary, and state how they can get one.

4. Pupils shall be familiar with the work laws of their particular state and use the laws to evaluate and find three appropriate jobs.

5. Pupils shall state why and how personal references are used.

REVIEWED SUGGESTIONS

- Ask the pupils the month, day, and year of their birth. Ask them how they could prove this to someone who might not accept their word. One way to prove age is to present a birth certificate. Show the class a sample birth certificate and record the type of information that can be found on the certificate such as:

  Name of parents (including mother's maiden name)
  Name of pupil
  Month, day, year of birth
  Place of birth
  Attending physician at birth

- Encourage the pupils to bring in their own birth certificate for just a day. This would give them a chance to examine actual documents and notice that the appearance of a birth certificate can vary although they all have the necessary information. Give the pupils some suggestions as to where they can obtain a birth certificate.

Health office of the county in which you were born
Bureau of Vital Statistics, State Board of Health (capital of the state in which you were born)
Parents' personal file

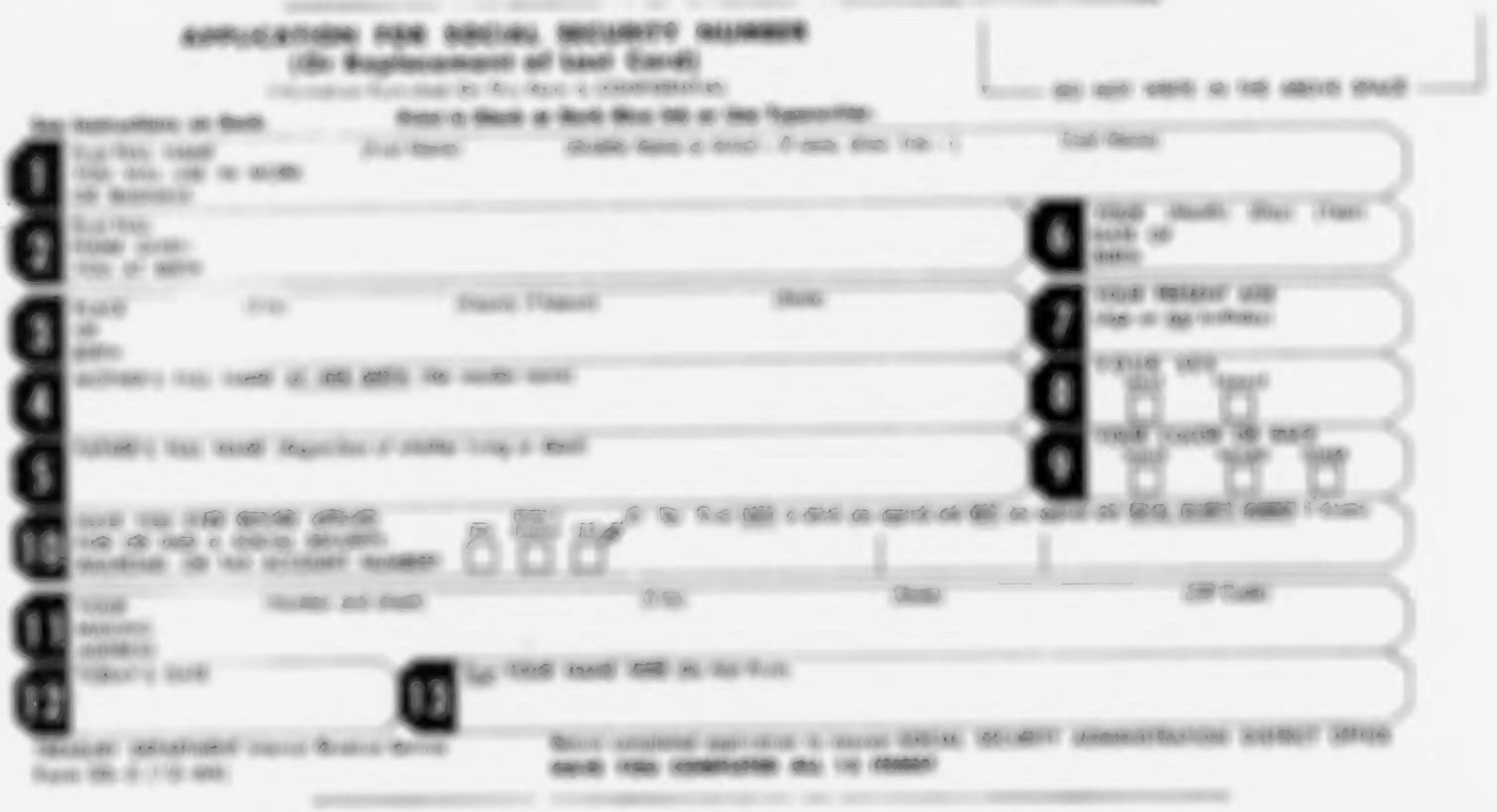
As an all class project, write a sample letter like one you would send asking for a copy of your birth certificate.

Discuss with pupils why it is necessary for a prospective employer to know your exact age, i.e.:

Self-protection in compliance with state work or labor laws
Legality of transporting goods, or a minor, across state lines

Students must know that in order to work one must have a social security number. A social security number is necessary before an employer can pay an employee. Discuss with pupils the procedures one must follow in order to obtain a social security number:

Get a social security application form
Fill it out and send it to the nearest social security administration District Office (located in all large cities)
The social security office will send you a small card. This card has your social security number on it.



Have students compose a letter to send to the Social Security Administration District Office requesting a sample social security card. An application filled out by the class should be enclosed with the letter.

- Explain to pupils or sample terms from social security profile:

  A tax comes out of every earned dollar will be taken out of the pay check for social security taxes. Your employer contributes some money, too.

  If you do not work full time at the age of 65, some money will be returned to you in the form of a social security check each month.

- Introduce students to some state work laws. Explain that every state has work laws that apply to young people under 18 years of age and that these laws are necessary for the protection of the young person.

  A list of your state work laws can be obtained from your state's Department of Labor or Department of Employment. Some information that might be contained in the State Work Laws are:

  [illegible]

  A person under 18 years of age cannot do any work that is considered dangerous, i.e., plants where explosives are made, logging camps, sawmills, mines.

  [illegible]

  A person under 18 can work only a certain number of hours.
  When school is not in session, maximum of 8 hours a day,
  40 hours a week
  If you are attending school and school is in session,
  3 hours a day - 18 hours a week

  [illegible]

  The minimum wage law states that workers cannot be paid less than a certain salary (usually computed hourly) for working. This law protects the students from being hired for too little money.

  Have the pupils discuss or role-play some situations in which these work laws are necessary for protection.

Work permits are issued by school officials for persons who want to work on a regular job and are under 18 years of age. Discuss with students some of the conditions under which work permits are necessary.

The person under 18 must have a work sponsor or person who wants the minor to work for him. This person (the work sponsor) will fill out a form for the student to take to the principal.

WAGE Letter Form 2

CHILD EMPLOYER'S AGREEMENT

In Compliance with Chapter 90, 1963 Code of Iowa

Date _____, 19__

The undersigned agrees to employ:

_____ _____
name of child address of child

She is an applicant for employment as:

_____
describe kind of work to be performed or title of job

at _____
name of employer

Wages per day _____ Time of starting _____

Wages per week _____ Time of starting _____

_____ _____
name of school employer address of employer

_____
telephone of employer or person to contact about work

I agree to return the Work Permit issued upon the application of this agreement to the issuing officer within ten days after the termination of the employment of said child.

_____
employer

IOWA
SCHOOL RECORD

I, ... do hereby certify that I occupy the position

in the public schools of .....

county of ..... State of Iowa, that is a record of the pupils attending school this following entry appears, to wit:

Name ..... Address .....

Date of birth ..... Age ..... Classification by grade .....

Subjects pursued last year .....

..... Days in which pupil was present ..... Average .....

Given under my hand this ..... day of ..... , 19

..... Signature of Principal

PHYSICIAN'S CERTIFICATE

..... Date ..... , 19

I hereby certify that I have examined .....

who is ..... years of age, and find him to be a child of normal development, and that he is in good health and that he is physically able to perform the work in accordance with the requirements for

..... Physician

..... Street

..... City

The school principal will give the student a ... or application for a work permit.

Child Labor
Form 1

White Copy—For Employer

IOWA
WORK PERMIT
For Minors 14 to 16

Full Time Employment ☐

Vacation school and Vacation employment ☐

Date of Issue ..... 19..

Name ..... Sex ..... Age .....

Address ..... Grade .....

Date of birth ..... Place of birth .....

Evidence of age accepted .....

(Specify)

Color of hair ..... Eyes ..... Weight ..... Feet ..... Inches

Weight ..... pounds. Grade completed .....

Name of employer .....

Address .....

Description of work .....

(Specify)

(Specify) Employment

..... hours per week ..... hours per week ..... hours per day

beginning ..... and ending .....

(Signature of Minor) (Signature of issuing officer)

(Title)

(Address of issuing officer)

(Date)

When the application for a work permit is made the child must present one of the following proofs of age:

1. A duly attested transcript of the birth certificate filed according to law with the state registrar of vital statistics or other officer charged with the duty of recording births.
2. A certificate of baptism showing the date of birth and place of birth of the child, issued by the person who performed the baptism.
3. A bible record of birth, certified by affidavit of the parent.
4. A passport or certificate of arrival in the United States issued by the United States immigration officials.
5. A transcript of record of age shown in the census records of the United States, state, territorial or other official census.
6. If a child was born in a state which does not require a birth certificate to be filed, or if the parent is unable to furnish any of the above proofs of age, then the parent may make affidavit of age, setting forth the facts concerning the birth of the child, and may present other documentary evidence of age.
7. In the absence of any of the above proofs of age, the judge may take other evidence of age which shall be reduced to writing and filed and preserved with the records of the office.

It is important that pupils distinguish between those working situations which do or do not require a work permit, such as:

A person over 18 does not need a work permit.

Certain jobs do not require a work permit:
baby sitting
lawn mowing
delivering papers
housework

● Give the pupils situations and have them decide whether the person in the situation would or would not need or be eligible for a work permit. For example:

John is 16 years old. He wants to get an after school job working in a gas station. The principal of the school told John he could not get the work permit unless he got the man at the gas station to sponsor him. John didn't even know the owner of the gas station and was afraid to ask for a job without already having his work permit.

What could John do?
What could the principal do to help?

● Discuss with students some people who can and cannot be references since many application forms will require that the applicant give the names of two or three persons as references, such as:
previous employers
principals
teachers
clergymen
(relatives cannot be used as references)
A student should know that a person used as a reference should be familiar with his personality and also with his abilities as a worker. The person who gives the reference will report on such qualities as honesty, willingness to work, etc.

● Have the pupils practice writing the necessary information in reporting references.

[redacted]	Mrs. Edna Slocum
[redacted]	4393 High Cove Drive
[redacted]	Ames, Iowa 52040
[redacted]	Storage, High Tower Inn

[redacted]	Mr. Henry Wilson
[redacted]	205 Davenport Avenue
[redacted]	Des Moines, Iowa 50312
[redacted]	Principal, Edwin Junior High School

[redacted] resources

From school to work. U. S. Government Printing Office. 1967.

Handbook for young workers. U. S. Government Printing Office. 1969.

Job guides for young workers. U. S. Government Printing Office. 1969-70.

Warren, R., Michelangelo, R., Sorlet, E., Travis, J. & Pardo, L. The Target Series. 1963-66.
- *Pete saves the day : the jobs that wasn't funny*
- *Mathematics for employment*

Preparation of mentally retarded youth for gainful employment. U.S. Government Printing Office. 1968.

Randall, P. *Getting a job.* 1968.

Youth and Federal Government. U. S. Government Printing Office. 1968.

*Selected resources in Bibliography.

LESSON 10

UNDERSTANDING HOW TO FIND A JOB

Pupils should know the many ways that are available to them in seeking and finding employment. Educable mentally retarded students must be aware of the fact that job hunting is not a passive activity. A person must actively seek employment instead of waiting or hoping for opportunities to come his way.

To introduce students to all possible ways of finding employment.

1. Students shall state at least five means available to them for getting jobs.

2. Pupils shall verbally explain five special language or abbreviations used in Help Wanted ads.

3. Students shall show the teacher how to use the phone book, yellow page directories as a means of finding employment.

4. Pupils shall show that they feel comfortable in filling out some common job application forms by reading and writing appropriate answers to the various questions without showing frustration or worry.

The first step a pupil should take involves letting people know that he is available for and interested in a job.

- Ask pupils where they might first try to find jobs. The easiest and one of the best sources is through contact with those people they know best, such as:

parents friends relatives clergy teachers

These people are familiar with the training the student has received and individual abilities he possesses and are in a position to recommend jobs to or for him.

- Have the pupil practice writing down a brief resume of his courses, hobbies, interests. This can be duplicated for each pupil and given out to people who may know of employment opportunities.

One way for students to find employment is through a personal search. A personal visit to a local store, market, office building, or factory can help you find employment. Have pupils look for or note any Help Wanted signs. A visit to a local factory or company that hires many people can prove useful, i.e., telephone company, public utilities (electricity, gas, water). These companies provide steady jobs and may give young people in-service training.

Take a field trip or walk through a small town.

Pupils can practice using the yellow pages of a telephone directory to help locate places to work.

Another source of finding employment is through state agencies. Discuss with pupils the various functions that are performed by these agencies:

They list many jobs that are available in the community.
They have practice in placing the right person with the right type of employment.
They save some time in placing a person to a job.
They do not charge for services.

Familiarize pupils with their local state employment agencies. Obtain employment application forms and familiarize students with knowing the necessary information and procedures for filling out the forms.

There are also private employment agencies that perform the same functions as the state employment agencies, but charge a fee for their services. Obtain a contract from a private employment agency to go over with the pupils. Be sure that they read the contract over very carefully, as this tells how much money you must pay for the job.

Have a member of the county civil service offices come in as a resource person to discuss civil service jobs and exams with the pupils. Pupils should know that the Federal Government hires approximately 300,000 new employees each year. The local, state, county and civil governments also hire many new employees. To get a civil service job prospective employees must take a competitive exam. Pupils should know that these tests are scored on a competitive basis, i.e., getting or not getting the job depends solely upon the score you receive in comparison to those who took the exam with you. A pupil can find out about civil service jobs at the personnel office of the city or county.

Application forms for civil service jobs can be obtained through:

Post office
United States Civil Service Commission, Washington, D. C., 20006
State Employment Service

These can be discussed with your pupils.

Newspaper want ads are a good way of finding employment opportunities. Pupils should be encouraged to bring in the want ad sections of newspapers and evaluate the ad in terms of their own employability:

Suitability of job with regard to own interests, abilities, limitations
Proximity of job (available transportation, convenience of location)
Hours and wages
Opportunities for advancement
Expenses incurred by working (parking, eating, car or transportation expenses)

Pupils should know that they can answer some want ads by telephone, going in person, or writing a letter of application.

Pupils should know that they can answer some want ads by telephone, going in person, or writing a letter of application.

- Students can roleplay answering a want ad by telephone or in person.

A poor letter can be composed by the class to show what kind of information should be contained in a letter answering a want ad.

A person looking for employment can place a want ad in the paper as well as answer an ad. Go over with pupils the type of information that should be contained when placing a want ad in the paper:

kind of job desired
some indication of training or experience
expected pay
location preferred
address and phone number where you can be reached

Construct with the class a want ad that can be placed in the local paper. Discuss the cost of the ad per week, day, and correlate this with the arithmetic curriculum.

Sample want ad:

WANTED: Job for experienced 16 yr. old boy with lawn mower, available from 4-8 daily. Prefer Roosevelt School Area. Contact Jim Hansen, 18 Hollyview Drive, 324-7681.

- Pupils should be familiar with some terms and abbreviations they might find in the want ad columns. These can be incorporated into the regular curriculum in spelling or reading.

Sample words used in want ads:

agency	application	apply	apprentice	shift
fee	salary	reference	interview	laborer
manager	mimeo	permanent	receptionist	hourly
temporary	trainee	uniform	union	assistant
employ(ee, er)	fringe benefits	solicitor		

Have students look up the meanings of these words in a dictionary and discuss their definitions in class. Pupils do not need to know the spelling of these words, but they do need to know their meaning. Use a completion type of exercise to reinforce these meanings, i.e.,

A special type of clothing that is worn on a particular job is called a _____.

Example abbreviations:

ave. (average)	dept. (department)	M F (male or female)
appt. (appointment)	educ. (education)	mech. (mechanic, al)
bldg. (building)	empexp., ex. (experience)	M-F (Monday-Friday)
bus. (business)	help. (helper's)	nec. (necessary)
co. (company)	helper. (household-repair)	pt. time (part-time)
dept. (department)	mgmt. (management)	per mo. (per month)
dr., lic. (driver's license)	per hr. (each hour)	rpg. (rupping)
wk dys. (week days)	per wk. (each week)	wk. (week)
perm. (permanent)	ref. req. (reference required)	yr. (year)
sal. (salary)	yrly. (yearly)	transp. (transportation)
$ (land)		
$ (dollars or money)		

Have the pupils write sample want ads using common abbreviations and have them exchange the ads with one another for decoding. They can bring in want ads from a local paper and circle the new words or abbreviations they've learned. Use these for a bulletin board display.

• Mass media can also serve as a way to learn about a job. A radio or T.V. station may give you the name and address of a company that has job openings.

The teacher or a pupil can dramatize a T.V. or radio job announcement. Encourage the pupils to listen for and write down the following specific information:

Name and address of the company
Type of job(s) available
Name of person/office where to apply
Whether to apply in person, by telephone or mail

RESOURCES

Dare, D. F. & Motta, E. J. *Access/Personality* series. 1969-68.
Getting that job
You and your occupation

Fraenkel, M. *How to get a job.* n.d.

Francis, R. *How to find a job.* 1963.

Greenbeck, W. *Finding your job.* Series. 1968.

Mountain, P.; Mountain, J. & Dwiggs, C. *You and your job* series. 1968-69.

Prather, E.; Ross, S.; Simpkins, E. *Success in language and literature.* 1967.

Turner, R. H. *The jobs you get.* Turner Livingston Series. 1962.

*Detailed resources in Bibliography

LESSON 11

UNDERSTANDING APPLICATION FORMS

One of the first steps involved in getting a job is filling out the application forms. Students must feel comfortable with both the appearance of and type of information requested on an application form. If students feel threatened by these forms, they might forego the possibility of employment to avoid a situation which is unpleasant and embarrassing to them. The school should assume the responsibility of preparing students to understand and feel comfortable with application forms before the student will actually need to fill out an employment form.

To familiarize students with the appearance of and information requested on most application forms.

1. Pupils shall show that they can fill out an application for a job by verbally stating or writing the answer to common questions or information asked for on application forms.

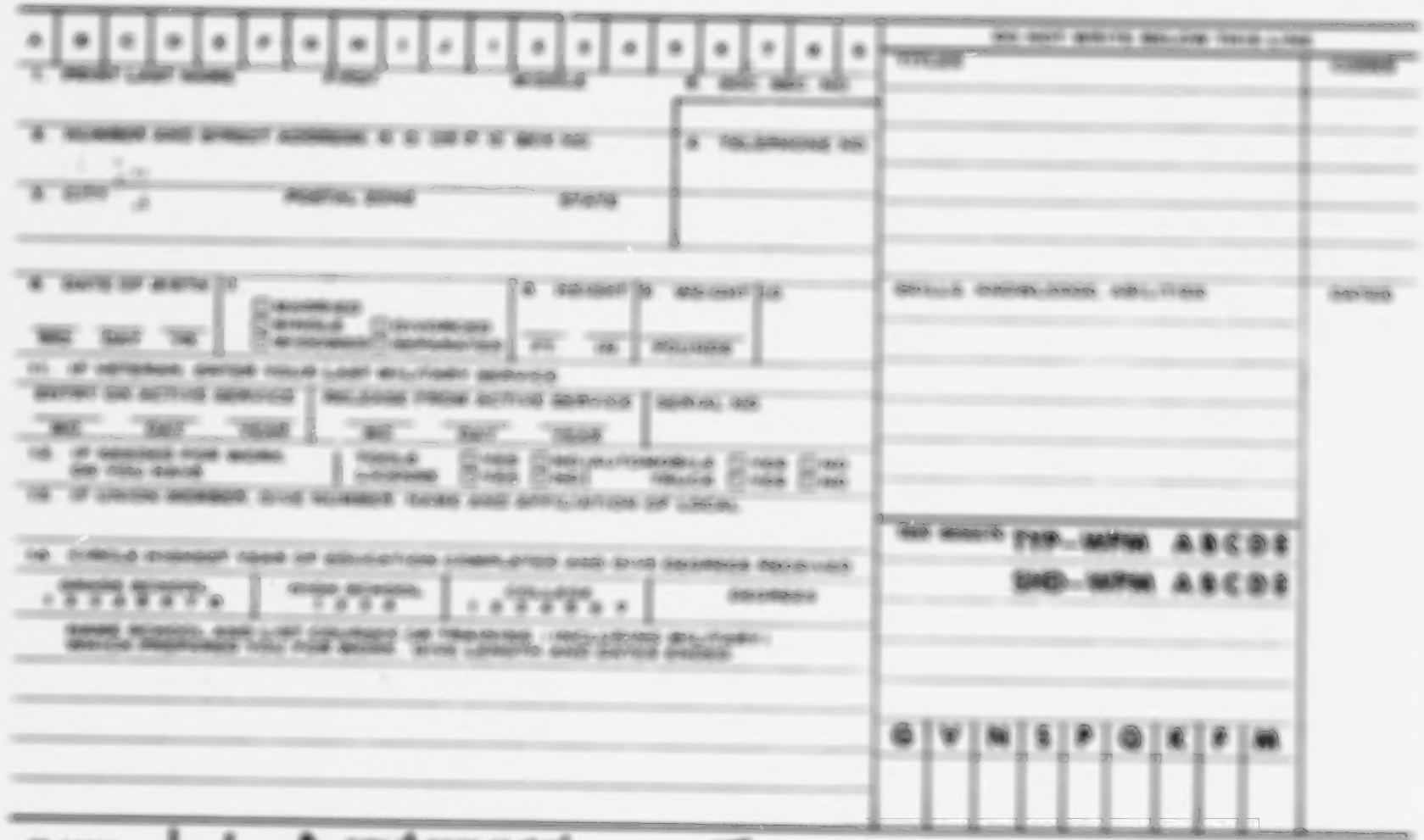
2. Pupils shall show they understand special terms or vocabulary that is used on application forms, by explaining the terms to the teacher.

3. Students shall write up a resume or personal data card to use in filling out applications forms.

Collect and examine some local employment applications forms. Explain that this form helps a prospective employer see if the person applying for the job has the right schooling or training. Application forms may differ from company to company, but in general, they all request the same information and use the same words.

Stress that students should print neatly on these forms so they are legible and make a good impression on the employer.

Go over the application forms. Make sure each pupil understands the terms used and knows the necessary information for answering each question.



Job Application Form

APPLICATION FOR EMPLOYMENT

Please print or type

PERSONAL INFORMATION

Social Security Number _____

Name _____ Age _____ Sex _____
(last) (first) (middle)

Address _____
(number) (street) (city) (state) (zip code)

How long have you lived at this address? _____

If less than 3 years, where did you live before? _____

Phone No. _____ Date of Birth _____ Height _____ Weight _____

Single _____ Married _____ Widowed _____ Divorced _____ Separated _____

Number of Children _____ Citizen of United States of America? _____
(Yes or No)

EMPLOYMENT WANTED:

Position _____ Date You Can Start _____

Are you working now? _____ If so, may we contact your employer? _____

EDUCATION:	Name & Location of School	Years Attended	Date Left	Date Graduated
Grade School				
High School				
Other Schools				

MILITARY STATUS:

Date Inducted	Date of Discharge	Type of Discharge ☐ Honorable ☐ Dishonorable ☐ Other - Explain	Branch of Service
Rank when entered Service	Rank when left Service	Reserve status	Selective service status

PRIOR EMPLOYERS (Begin with last position)

Date (Month) & Year	Employer's Name & Address	Earnings	Position	Reason for Leaving
From				
To				
From				
To				

PERSONAL REFERENCES: (Do not use relatives or employers)

Name	Address	Occupation

HEALTH RECORD:

List any physical defects.

Do you have good: Hearing? _____ Sight? _____ Speech? _____

MISCELLANEOUS:

Do you carry any kind of insurance? _____ What kind? _____

Do you drive a car? _____ Have you a driver's license? _____

What was your best school subject? _____

In case of emergency notify: _____
(Name) (Address) (Phone)

Call Doctor: _____
(Name) (Phone)

Hospital: _____
(Name) (Phone)

If I am employed, I agree to obey all rules and regulations of the Company.

Date _____ Signed _____

Date_____ Soc. Sec. No._____

Name_____

Address_____ Telephone No._____

Name on Social Security Card_____

Position Desired_____ Expected Salary_____

Single	Age	Own Home	Own Car
Married	Height	Rent Home	Have Children
Widowed	Weight	Rent Room	Date of Birth
Divorced	Color Eyes	Male	
No. Dependents	Color Hair	Live with Parents	Place of Birth

EDUCATION	Name of School	Major Studies	Grade Completed
Grade School			
High School			
College			
Other			

EMPLOYMENT RECORD - Include Military Service

Are you willing to accept employment in any locality offered?_____

State preference_____

Describe physical defects_____

Give three character references and addresses (not relatives or former employers)

_____

_____

_____

_____
Signature

Employment Application

Date _____

Name	Last	First	Middle
Address		How long at this address?	Social Security Number
City	State		Phone
Age	Birth Date Mo. Day Year	Place of Birth	
School Last Attended	Grade Completed	Salary Expected	
Position's Name		Position's Place of Employment	
Position's Name		Position's Place of Employment	
Previous Place of Employment			How long?
Previous Employment			How long?
For What Job Are You Applying?			
Have You Ever Done This Kind of Work Before?		Where? (If yes)	

References

Name	Address	City
1.		
2.		
3.		

References

Name	Address	City
1.		
2.		

Marital Status	Veteran	Sex
☐ Married ☐ Single	☐ Yes ☐ No	☐ Male ☐ Female

[illegible]	[illegible]
Name	First, middle, last name
Social Security Number	Memorize or have card available
Address	Number, street, city, zone
Telephone number	Memorize or write down
Height	Feet and inches
Weight	Number of pounds
Birthdate	Month, day, year
Marital Status	Married, single MS
Name of school(s)	Spelling of name, possibly name of location
Grade completed	No. of grade
Previous work experience	Name and spelling of Company Address of Company Type of job performed Month, year of employment
References	Name and address of persons you have already asked to be references

Discuss with pupils that a prospective employer uses an application form as a means of saving time for his business and assuring accuracy for his records (taxes, social security, etc.). An application form is not a means of "snooping" or threatening the pupil.

Go over some words that might be needed for filling out application forms. These words can be incorporated into vocabulary or reading lessons. Students do not have to know how to spell these words, but they should recognize them upon sight and know their meanings:

nationality	education	bio
citizen	personal	married
height	reference	single
weight	relative	status
dependent	rectify	separated
divorce	emergency	military
maiden	employer	occupation
handicap	employment	personal reference
defects	former, previous	physical defects
signature	location	position
attended	marital	recommendation

Students should be encouraged to use these words in sentences as well as fill out sample application forms in which these words are used.

Before a student goes to an employment agency or to an interview, it is helpful to make a resume or personal data sheet. The resume should contain the information necessary to help fill out an application form. The information for a personal data sheet should include:

personal data
school information
selective service information
employment records
names of references (names and addresses of people worked for)
recommendations

Help pupils write out their personal data card on printed form. These cards can be duplicated if it is necessary to have one at an employment agency, or job interview. (See sample card next page).

Be informed series. New Reader's Press, 1980.

Guide for the educable mentally retarded. Houston Public School System, 1968.

Randall, F. *Getting a job.* 1968.

*Detailed resources in Bibliography

Sample Personal Data Card

Name _____ Social Security No. _____

Address _____
(Number) (Street) (City)

_____ Zip _____ Phone _____

Schools Attended (start with most recent school)

Name of School	Dates Attended (month, year)	Date Graduated (month, year)
1.		
2.		
3.		

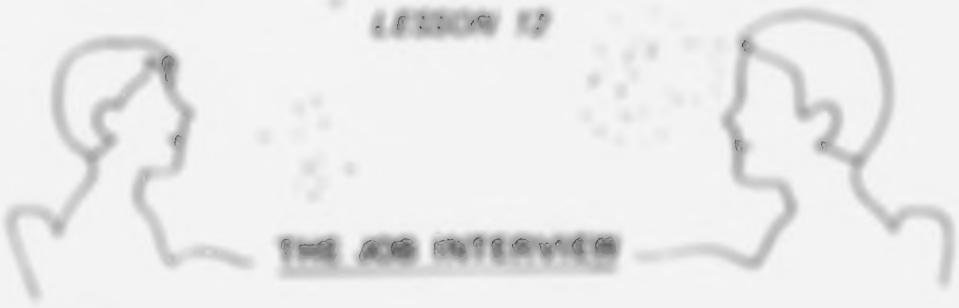
References

Name	Address	Occupation
1.		
2.		
3.		

Job Experience

Name of Company	Address	Dates	Job Held	Reason For Leaving
1.				
2.				
3.				

LESSON 17



THE JOB INTERVIEW

Before a person obtains a job, it is usually necessary for him to talk to the person who is doing the hiring. This interview enables the prospective employer and employee to meet one another. A student should be familiar with ways to prepare for and the way to act at a job interview. Some students may look upon the interview as a threat or infringement upon their rights and privacy. The teacher should emphasize that the interview can benefit the pupil. It gives him a chance to sell himself, find out more about the job, the people, the physical aspects, helping him to decide whether he wants or can handle the position. Just as the student is being looked over, he is given the opportunity to do some looking over.

To prepare students to conduct a personal job interview through classroom discussion and role playing situations. SCOPE

1. Pupils shall ask for or arrange two interviews, one by letter and one by telephone. OBJECTIVES

2. Students shall show by their neat appearance and an envelope filled with the correct supplies that they can prepare themselves for an interview.

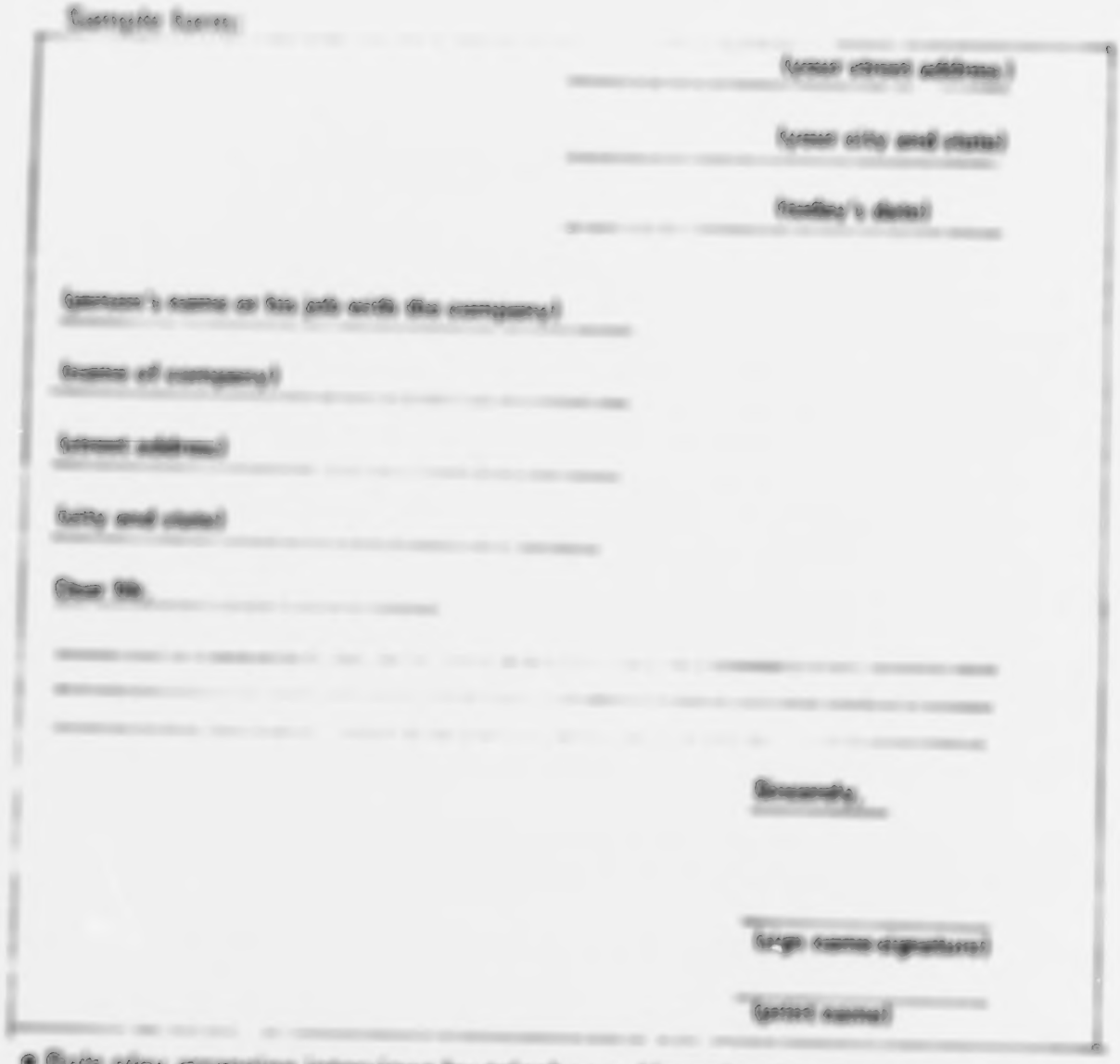
3. Pupils shall show by role-playing how to conduct themselves during an interview.

- A letter of application requesting an interview is sometimes necessary. This letter is usually sent to the personnel manager and should tell this person who you are and what kind of job you want. TEACHING SUGGESTIONS

Some companies receive dozens of application letters a week and these letters tell a prospective employer something about you. Therefore, you want to make a good first impression. Steps to follow in writing a letter of application:

Write clearly in ink or on a typewriter
Use standard white paper (8½" x 11")
Address the letter by name or title (personnel director)
State the job you want
Describe your training, education, experience
Be brief
Spell all words correctly

Go over some sample letters with students and then help them compose some letters of their own. Choose some specific good points in the written letters and share these ideas with the class.



- Role play arranging interviews by telephone. Have the class contribute suggestions for good telephone manners when calling for an interview, such as:

  Speak clearly into the mouthpiece.
  Do not have gum, candy, food in your mouth
  Give your name: "This is Tom Edwards"
  State your business: "I would like to make an appointment for an interview for a job as a draftsman apprentice."
  Keep a pencil and paper handy and find out the following information:

    interviewer's name
    time of appointment
    place of appointment

  Be polite and say thank you when you finish speaking
  Hang up the receiver gently

Use a Bell Telephone Tele Trainer if possible. (These can be obtained from most local telephone companies).

- The way a person talks and a correctly filled out form can make either a favorable or unfavorable impression.

How to prepare for a job interview:

Be well groomed. Clothes should be appropriate for the occasion. It is as bad to be overdressed as it is to be underdressed.

Hands and nails should be clean.
Hair should be clean and neat.

Be prepared. Know the exact date, place and time of the interview and the name of the person with whom you have an appointment.

Know how to get to the destination and leave ample time for transportation.
Take all the necessary forms and information such as:

Social Security Card
Birth Certificate
Driver's license
Health Certificate
Union membership
Work Permit
School and work records
Names, addresses of 3 references

Try to arrive at least ten to fifteen minutes early. When you arrive, tell the receptionist or secretary your name and with whom you have an appointment.

Be sure to go to a job interview alone.
Follow good manner policies in the waiting room such as:

Answer all questions courteously
Fill out any necessary forms
Sit quietly, or look at a magazine
Refrain from eating, drinking, or smoking

- Have the pupils make a personal appearance checklist to use for interviewing. Sample items:

Am I clean?
Did I brush my teeth?
Is my hair style neat and well-groomed?
Are my clothes appropriate for the job I'm applying for?
Are my shoes shined?

- Role play various situations involving preparedness for an interview. Example:

Roleplay what you would do if you were caught in a traffic jam and arrived late for your interview.
What could you do if you forget the name of the person with whom you were having the interview?
You forget the envelope containing all the necessary forms and papers. What could you do?

- Give the students case studies to discuss that involve proper interviewing behavior. Example:

  > Margaret is 20 years old and is applying for a job as a secretary in a local doctor's office. She arrived at the office for her interview late, wearing jeans and a polo boy shirt and chewing gum. Margaret was very disappointed when she didn't get the job. Can you think of any reasons why she wasn't hired?

- Pupils should have specific guidelines to tell them how to conduct themselves during the job interview:

  Wait outside until you are asked to come into the interviewer's office
  Remain standing until you are asked to be seated
  Do not smoke, drink, or eat during the interview
  Listen carefully to the questions the interviewer asks
  Answer them as clearly and specifically as you can
  Tell the interviewer all you can about the training and skills you have that might be helpful in performing the job
  Ask some specific questions about your possible employment, i.e., wages, hours worked, specific jobs that are available
  At the end of the interview, thank the interviewer for seeing you - whether or not you get the specific job for which you've applied

  Encourage the pupils to role play interviewing situations. Students particularly enjoy dramatizing obviously negative or funny behavior. Allow them to do this since it is enjoyable and humor can decrease the fear of a threatening situation.

- Bring in an older student who has had a successful job interview. Have him discuss what the job interview was like. In connection with this, a personnel director can come in as a resource person to discuss interviewing and dramatize a mock interview with a student volunteer.

***BIBLIOGRAPHICAL RESOURCES**

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Guide for the educable mentally retarded. Houston Public School System. 1966.

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**Denotes resources in Bibliography.*

LESSON 13

GETTING TO YOUR JOB

Students should consider three major factors in getting to their jobs: convenience, cost and time. The location of a job can be a determining factor in whether or not the prospective employee will accept or reject a job offer.

For example, a student might find that owning a car is a necessity for getting to a particular job. In addition to the payment costs for the car, such additional expenses as repairs, gas, insurance, maintenance must be considered. If transportation costs exceed 10% of his budget, he is overspending and the job is not benefiting him monetarily, as much as it should.

To have pupils evaluate different modes of transportation for getting to a job in terms of convenience, cost and time.

SCOPE

1. Students shall take the many modes of transportation that are available to them for getting to a job.
2. Students shall compare, through first hand experience, and show in writing, the relative cost of various modes of transportation for getting to one job site.
3. Students shall show that they can estimate the time it takes to get to a destination under varying situations, i. e., traffic, weather conditions, time of day, by verbalizing these estimations.
4. Pupils shall evaluate three different modes of transportation in terms of convenience, listing specific advantages and disadvantages of each.
5. Students shall show knowledge of specific and basic skills that they might need for transportation, i. e., map reading, bus schedules, street and traffic signs by discussions of these skills with the teacher.

OBJECTIVES

- Have the pupils name all the ways that people can transport themselves from one place to another.

TEACHING SUGGESTIONS

walking	subway	taxi
bike riding	train	own car
bus	trolley	car pool

Discuss how cost and convenience may differ from situation to situation. Give pupils some specific examples and have them evaluate what might be the most convenient and practical mode of transportation in this situation. Such examples might be:

> Margaret is employed at an insurance company five blocks from her home. It is right on the bus line and would cost $ .40 a day to get to and return from work. If she were to work by taxi, her transportation to and from work would be $1.00 a day. Margaret could walk to work in ten minutes.

Ben has a job in a factory located on the interstate. He has moved this week and the distance is five miles, which is too far to walk. Ben has a bike, but bicycling is prohibited on the interstate. He cannot afford a car of his own. How might Ben arrange to get to work?

- Discuss with students the relative cost of different modes of transportation. This can be correlated with arithmetic lessons.

  bus - usually a flat rate, i. e., fare of $ .20 to go to a specific distance and an additional cost for transfer

  taxi - flat rate, i.e., $ .25 for first mile and an additional amount for each consecutive mile. Unlike the bus, the cost varies with time and mileage.

  own car - consider upkeep, repairs, gas, wear and tear, as part of transportation costs. Must also take into account some additional expenses, such as insurance, tunnel, bridge, turnpike tolls, parking.

  car pool - each person contributes a certain weekly fee to pay for transportation or takes a turn driving. Each person's share amounts to much less than it would cost to operate a car alone.

  walking - free

  Encourage the pupils to make some generalizations about the comparative cost of transportation, such as:

  Walking is the cheapest and most convenient mode of transportation.

  Public transportation, such as subways and buses, are more economical than using a car, particularly in large cities.

  A taxi is a very expensive means of transportation.

  Taxi costs are too expensive than owning and driving a car all alone.

  Public transportation is more economical, even if you own a car.

- Have the pupils make some computations dealing with the cost of transportation. For instance:

  Mr. Adams took a cab to and from work three days last week. The fare is $ .35 each way. The other two days he came to work by bus. The bus fare is $ .20 each way, plus $ .02 for a transfer each way. How much did Mr. Adams spend on transportation last week?

  Tom Whittaker has to get to work in a hurry. He wants to take a taxi but has only $1.50. The taxi charges $ .25 for the first mile and $ .15 for each additional mile. Tom's job is six miles from his home. Does Tom have enough money to take the taxi?

- Set up a situation to evaluate cost and time of different modes of transportation. Pick a destination about five miles from the school. Choose two or three responsible student teams of two or three pupils each. Assign each team to get to the specific destination by some specific means of transportation:

  one team must get to the destination by bike
  one team must get to the destination by bus
  one team must get to the destination by taxi
  (Funds from a school slush fund can be used to finance this experiment.)

The teacher and remaining class members are to go to the destination by private vehicl or in a field trip bus. These students serve as secretaries and record the arrival time and total expenditures of each team. All students then return to school in the field trip bus to discuss, compare, and record their findings. Encourage the pupils to reach some generalizations about their experiment.

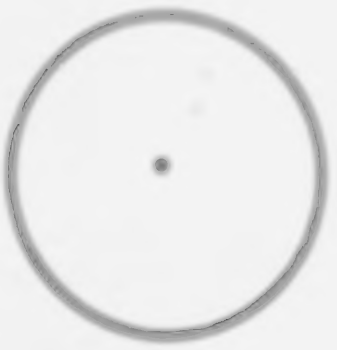
- Divide the class into groups depending upon the type of conveyance they use for getting to school in order to compute the time for getting to a place by different modes of transportation:

  walkers
  school bus riders
  public conveyance riders
  those who drive, are driven

  Each pupil shall clock the exact time it takes from leaving home to school arrival for one week. Ask the pupils to figure out answers to the following questions:

  Which means of transportation is fastest?
  Which means of transportation is the most reliable, most unreliable?
  What factors might be related to variations in the timing, i. e., traffic, weather, personal factors, detours or road construction, delays in schedules or routes.

Clock Faces



- Have students make a chart showing some specific advantages and disadvantages of different modes of transportation, in terms of cost and convenience.

Mode of Transportation	Advantages	Disadvantages
Walking	inexpensive good exercise reliable	slow uncomfortable in certain weather
Bus	fairly inexpensive fast (except in traffic) fairly dependable readily available (cities)	unavailable in some rural areas must comply with company time inconvenience of stops crowded
Taxi	personalized service very fast (goes to destination alone door to door pick-up and delivery	very expensive might be unavailable charge each person individually
Car pool	relatively inexpensive usual door to door service relatively fast satisfaction with co-workers sharing expenses, responsibility	different time schedules of car pool members might have to wait for others some unreliability
Own car	most convenient fast except in traffic operate at own schedule	most expensive many hidden costs (upkeep, parking, tools, gas, repairs, insurance conflict over car use in family

- Pupils should be given specific skill practice in areas that relate to transportation to a job. These should be integrated into the school curriculum.

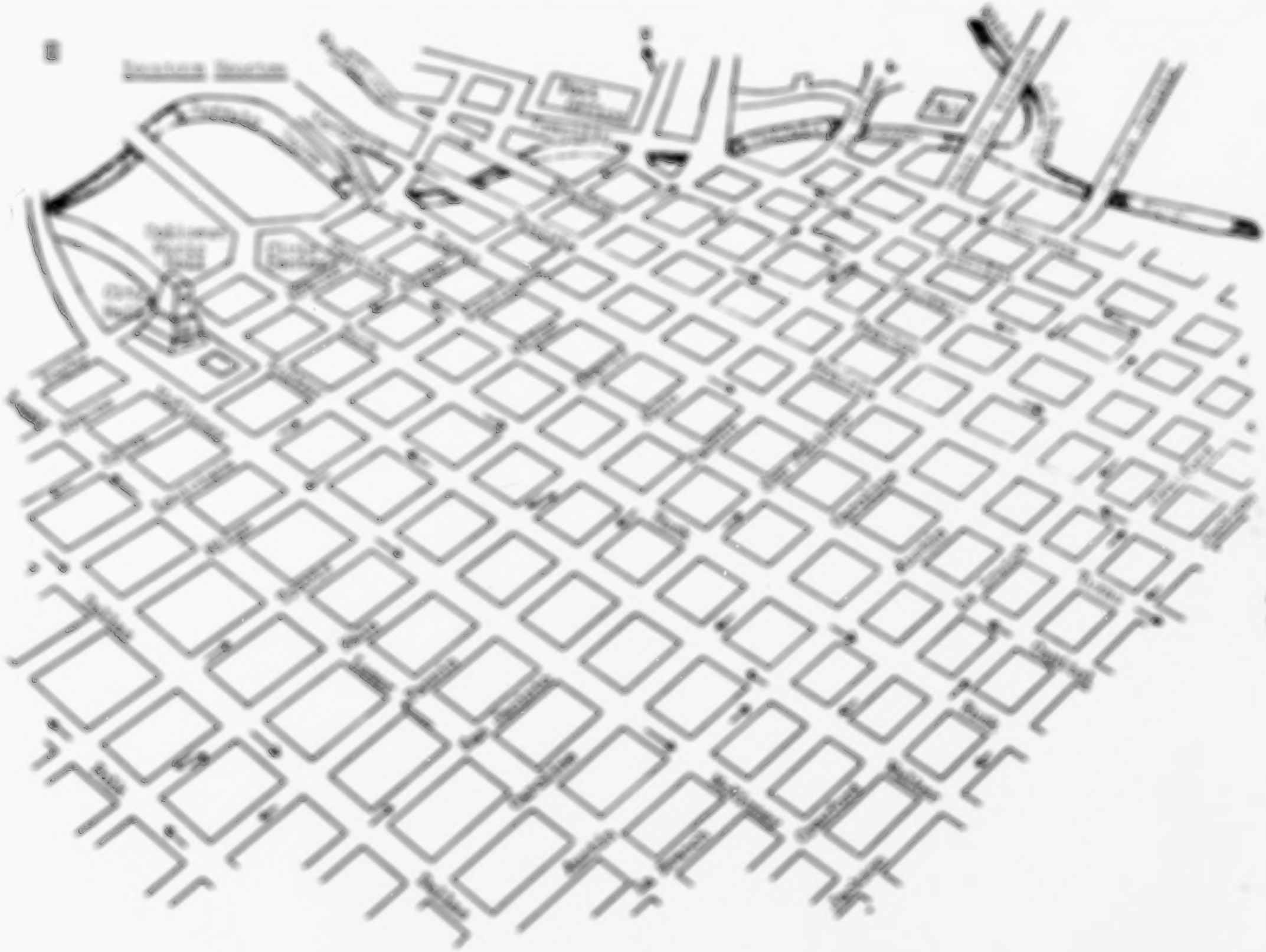
Reading

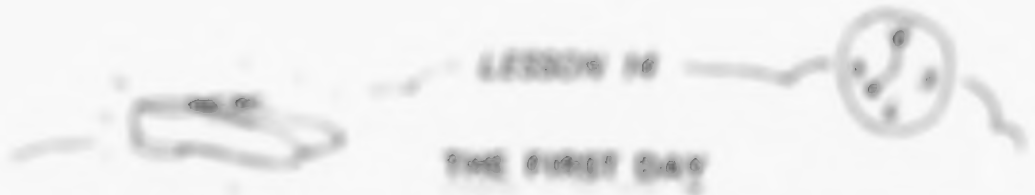
road signs - by shape, word
names of streets of the community
names of destination points on buses
general map and direction reading
bus schedules
time schedules
car owner's manual

Arithmetic

tell time
figure out traveling time
computing mileage, distance
figure out gas mileage - miles per gallon
figure out weekly cost of transportation
gas, temperature gauges
parking meters
dividing total transportation costs among a group of people

- Use a map of the town or city to give the pupils practice in map reading. Duplicate this map for each member of the class. Have the pupils use this map to practice
  - finding the shortest route to a specific destination
  - finding alternate routes to the same destination
  - learning the names of local streets
  - locating specific landmarks, i.e., post office, police station, municipal offices
  - learning east-west, north-south directions





LESSON 10

THE FIRST DAY

The first day at work or school can be a frightening experience, particularly for the person who is handicapped in some way. Every effort should be made to assure that the new student or new worker is prepared for meeting this new situation. If the individual is familiar with the physical surroundings, has met some of the people with whom he'll be working, and knows exactly what is expected of him, the first day of school or employment will be less traumatic. Above all, the new worker must be assured that no one expects him to learn everything there is to know right away. Any new worker, and particularly a handicapped worker, needs sufficient time to orient himself to people, places, and things that are unfamiliar to him.

To provide information and promote discussion that will help orient students to their first day on a job.

1. Pupils shall compile a list of hints with the teacher to help them on their first day at a job.

2. Students shall make three possible questions to ask their employer.

- Class and teacher jointly compile a list of hints to help a student on his first day on the job:

  Dress appropriately
  Be on time
  Report to the right place
  Listen carefully to directions
  Watch carefully when shown how to do a job
  Ask specific questions about anything you're unsure of
  Try not to bother co-workers
  Watch carefully if someone is demonstrating
  Try to be quiet and courteous
  Use your skills to help you tell time (lunch, coffee break)
    read signs (exit, private, do not enter)
  Do not decide you don't like a job by your experience the first few days or weeks

- Pupils sometimes refrain from asking questions of an employer because they really don't know what questions to ask until the situation arises. A teacher can guide these pupils by supplying some sample questions they will need to have answered. Pupils can then begin thinking up some questions of their own. Compile a "Do You Know" list to give some direction to pupil questions such as:

  Do you Know:
    How to punch a time clock?
    Where to locate your locker or work station?
    What your duties are?
    What time to leave for lunch?

Where to eat?
The location of restrooms?
Whom to ask if you have any questions about your work?
Dismissal time?

- Have ex-pupils who are employed within the community and their employers come in and have an informal panel discussion about the first day on the job.

- Encourage the students to role play some situations that are like the first day on the job, i.e.:

  Going to a new school
  Visiting with friends
  Going on a trip to an unfamiliar place
  Moving to a new community

  Encourage the class to discuss their feelings and experiences in these situations and relate them to the first day on the job.

- Handicapped students do not have the same personal or professional mobility as their contemporaries. For this reason, many handicapped people are placed within the local community. This can be an advantage to the teacher who takes an active role in the vocational placement of her pupils.

  The teacher and her class should:

  Examine companies and industries within the community
  Know what types of skills and abilities are most employable within the community
  Actually visit many of the businesses or factories within the community and become familiar with their physical layout
  Invite local employers or personnel supervisors to come in and discuss job placement, adjustment within the class
  Arrange some visitation days when individual or small groups of students can spend a day in a local business or factory
  Once a pupil has been employed, arrange for him to meet his co-workers, foreman, or supervisor - possibly immediately following the job interview and before he starts his job.

- Give school practice in specific skills that are necessary for most jobs:

  Punching a time clock
  Telling time
  Filling out time sheets (see sample form Time Sheet)
  Reading a calendar (see blank calendar form)
  Working a combination locker
  Filling out common personal data forms
  Reading signs, i.e., ENTRANCE, EXIT, IN, OUT, MEN, WOMEN, CAFETERIA

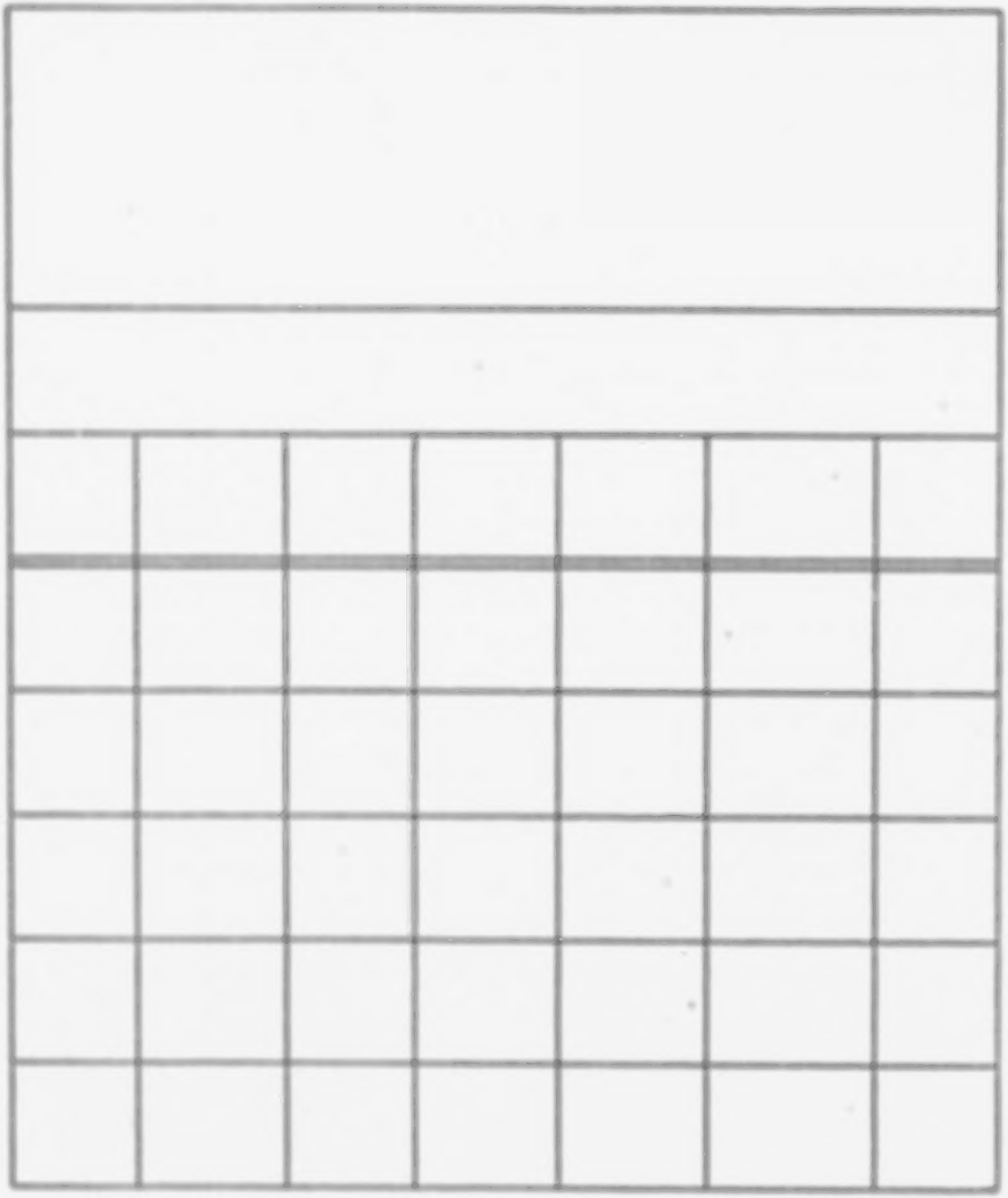
  Many of these skills will be necessary on the first day of work.

Time Sheet

Name _____

Day	Date	Time In	Time Out	Time Worked (in hours)	Wages Earned

Blank Calendar



Guide to job placement of the mentally retarded. U. S. Government Printing Office. 1964.

Preparation of mentally retarded youth for gainful employment. U.S. Government Printing Office. 1968.

SUGGESTED RESOURCES

*Detailed resources in Bibliography

STARTER UNIT

HANDLING WAGES

SAMPLE LESSONS

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON 1 To introduce the concept of wages as payment for work.	1. Ask the children if any of them receive a specific amount of money each week, an allowance. 2. List on the blackboard how they use their allowance. 3. From where or whom do they get their allowance, i.e., mother, father, from a job, etc.? 4. List on the blackboard jobs that they are responsible for at home, i.e., putting out garbage, putting away clothes, helping set the table, looking after pets, etc. 5. Write the word "wages" on the board between the two lists and ask what the word means. (Wages are payment for work.) 6. "Who do you know that gets wages?" Father, mother, if she works, brothers, sisters, uncles, teacher, etc. If it does not come from the pupils ask, "But what about you? Do you receive wages?" 7. Connect the two lists, i.e., "This list is a list of jobs you do and these things are what you buy with the money you earn. You could call your allowance a wage." 8. Discuss any other source they may have for getting money, i.e., after school jobs, birthday presents, selling things. Reinforce the concept of wage as payment for work by underlining which of the list would be wages and which would not. Start a vocabulary board with the words "wages," "work," "payment," "earn" and leave it displayed in the classroom.	Blackboard Vocabulary board

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON 2 To introduce the concept of paying by check.	1. Complete the sentences on the worksheet. 2. Go over vocabulary words and clarify any misunderstandings. 3. Ask: When your father gets his wages, is he given a dollar bill, cash? In what other form (check) can he be paid? Does mother pay for the groceries with cash money? How else can she pay? 4. "Can anyone tell me what this is?" Show a $1 bill. "What is this?" Show a check form filled out for $1.00. 5. A check is as good as cash and can be exchanged for cash. In order to use a check, you need to have money in a checking account at the bank. For each check that you write you have to have that amount of money in the bank. 6. "If my check is made out for $1 and I buy 25 cents worth of ice cream can I get change? How much? Will the shop give me a check for my change?" 7. Draw a blank check form on the blackboard and fill it in for $10.50/100. Have the students write down how much change they would receive if they spent, a) $3.50 b) $7.00 c) $2.25 d) $9.00.	Worksheet 2a a). One reason I work is to (earn) money. b). Money is (payment) for work. c). If I work I will be paid and the payment will be called (wages). d). I earn wages when I (work). Vocabulary board $1.00 bill Worksheet 2b

Worksheet 2b

FIRST NATIONAL BANK

No.

$

DOLLARS

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON 3 To learn how to fill out a check form and to practice writing checks.	1. Review vocabulary list. 2. Ask the children what the two ways they have talked about receiving wages were. (Cash, check) 3. "Do you remember we looked at a check last lesson?" Show the completed check from last lesson. "Let's see what it looked like before I wrote on it." Display a large piece of cardboard with a blank check drawn on it. "Let's read what is written on the check." "What do we have to write in the blank spaces?" a. Date? b. Who we are paying? c. How much? The amount is written in numbers and then words. d. A signature. Write in the information and leave the cardboard displayed in the room. 4. Have the children use catalogs to find prices of objects they would like to buy and have them pay for these articles using check forms from different banks.	Vocabulary board Worksheet 2b Large copy of worksheet. Sears catalog Blank check forms

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON 4		
1. To gain further understanding of what a check is.	1. Discuss why you use check forms (convenience - so you don't have to carry large sums of money that might be lost or stolen. To be able to keep a record of the money you have, the money you've spent, etc.).	
2. To learn how to deposit money.	2. Discuss what happens if you write a check with no money in the bank. Stress that a check is NOT money - it must be backed by "cash in the bank."	
	3. Ask the children how you would get money into the bank, i.e., directly from your employer, personal deposit of cash or checks.	
	4. Display a large model of a deposit form.	Worksheet 4a
	5. Discuss terms "deposit," "cash," "checks" and "net deposit." Add to the vocabulary board.	Vocabulary board
	6. Pass among the children a check for $6, two $1 bills and assorted small change. Have one child tell how much the check is, another the bills and a third the change. Write this on the board.	Check for $6 Two $1 bills Assorted small change
	7. Ask the children to help fill in the deposit form for this money.	Worksheet 4a

Worksheet 4a

Deposit Ticket

_____ 19____

_____

_____

First National Bank
Iowa City, Iowa

	Dollars	Cents
CASH		
CHECKS		
TOTAL		
Less cash received		
Net Deposit		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON 3 To understand how a bank operates.	1. Invite a local banker to speak to the class. Delineate the areas that you would like the bank official to cover. What happens to the money you deposit, the types of accounts they handle, i.e., what a bank statement and a savings account book look like, and the differences between them. Other services that the bank offers are traveler's checks, drive-in services, loans, etc. (The teacher may wish to combine this lesson with a field trip to the bank or to take the children on the field trip in a separate lesson.) Some questions that could review the field trip follow. a. Do you have to have money in a checking account to write a check? b. How do you withdraw money from a savings account? c. What is an investor? d. How often do you receive a bank statement? e. Is a cancelled check a receipt? f. If the bank is robbed will the depositors lose their money? g. How much money do you have to have in the bank to open a checking account? h. What is a safety deposit box? i. What sort of articles would you keep in a safety deposit box?	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON 6 To show how to open and operate a bank account	1. Review the main points of the guest speaker and how a bank operates. Discuss the field trip. Add such terms as savings accounts, don'ft accounts or other terms he may have used to the vocabulary board.	Vocabulary board
	2. Discuss what you must have to open a bank account. Explain that a job is not necessary, all you need is money. You can open a bank account with only $1.00.	
	3. Display the form that is required to open an account and explain the contract. Have the children help you fill it in.	Work sheet for deposit forms
	4. Give each child a form and have him practice filling it in. As a review, give the students check and deposit forms to fill out if the teacher feels there is time, the practice is needed and that it would not be confusing.	
LESSON 7 Review Lessons 1-6	1. Set up the room with a pay desk, a bank, and a store. The bank can simulate a cashier's window if you cut the back off a large cardboard box, cut a window out of the front and set it on a desk. The shop can sell articles costing less than $ .50- other groceries or classroom articles. At the pay desk have for each child a small envelope containing a check for $5.00 and $3.50 play money. At the cashier's window have deposit slips and play money. Give each child a blank check form.	Desks Large cardboard box Grocery cartons, classroom articles, etc. Named envelope for each child containing: $5.00 check and $3.50 play money
	2. Explain that today is pay day and there are several things that need to be done. List them on an experience chart. The teacher will probably need to be the bank cashier along with a student assistant so that she can check on correctly completed checks and deposit forms. One student can be pay clerk and two students can be clerks at the store.	Experience Chart 1. I pick up my pay, which is $8.50 2. I count my money before I leave the pay desk. 3. I will save and deposit money. 4. I will spend money at the store.

Work sheet 6a

First National Bank, Iowa City, Iowa

In receiving items for deposit or collection, this bank acts only as depositor's collecting agent and assumes no responsibility beyond the exercise of due care. All items are credited subject to final payment in cash or solvent credits. This bank will not be liable for default or negligence of its duly selected correspondents nor for losses in transit, and each correspondent so selected shall not be liable except for its own negligence. This bank or its correspondents may send items, directly or indirectly, to any bank including the payor, and accept its draft or credit as conditional payment in lieu of cash; it may charge back any item at any time before final payment, whether returned or not, also any item drawn on this bank not good at close of business on day deposited.

It is hereby understood that this account is subject to such service charges as may be regularly adopted. This bank shall not be held liable for dishonoring any overdraft because of these charges.

AUTHORIZED SIGNATURE

STREET ADDRESS IOWA CITY, IOWA

PERMANENT ADDRESS

DATE OPENED OCCUPATION OPENED BY

CHECKING ACCOUNT DEPOSIT TICKET

CASH

DATE ID

$

Iowa State Bank & Trust Company
Iowa City, Iowa 52240

⑈15 0822 ⑈

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson 7, continued	3. At the end of the lesson the teacher helps each student total the amount of money spent and the amount banked.	Things to Think About: 1. The check is made out to me, therefore I have to cash it or deposit it at the bank. 2. How much do I want to deposit? 3. How much do I want to spend? 4. Should I make out a shopping list?
LESSON 8 Reading a bank statement	1. Give each student the check he cashed, his deposit slip and a blank statement. 2. Read and explain the heading on each column. 3. Add words to the vocabulary list: debit, credit, balance 4. Show the completed bank statement and go over the column heading on the blackboard. Using a student's check and deposit forms from the previous lessons, complete a blank statement on the blackboard, and ask these questions: What is the date? How much did you have in the bank before you were paid? What balance does that give you? 5. Have each student read out the information on another's statement while the class checks to insure that it is correct.	Checks, deposit slips from previous lessons, Worksheet 8a Vocabulary board Worksheet 8b

Worksheet 8a

Date	Your Balance Was	Number of Deposits	To Which We Have Added Deposits Totaling	Number of Checks	And Subtracted Checks Totaling	Handling Costs	Reaching in a New Balance of

Name

Account Number

Statement Date

Checks and Other Debits	Deposits and Other Credits	Daily Balance	Date

Worksheet 8b

Date	Your Balance Was	Number of Deposits	To Which We Have Added Deposits Totaling	Number of Checks	And Subtracted Checks Totaling	Handling Costs	Resulting in a New Balance of
10/28/73	$298.20	3	$335.00	4	$40.20	$ .20	$493.34

Name

Mary Jones
624 Sooey Street
Iowa City, Iowa 52240

Account Number

139-61-624

Statement Date

11/28/73

Checks and Other Debits		Deposits and Other Credits	Daily Balance	Date
			200.20	10/29
		240.34	440.54	11/1
	20.00		420.54	11/5
7.00			413.00	11/5
		10.00	423.00	11/7
6.00			417.00	11/10
12.00			405.00	11/10
		75.00	480.00	11/20

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON 9 To gain further understanding of a bank statement	1. Review meaning of words: debit, credit, balance. 2. Review the column headings on a bank statement. 3. Complete the problem sheets. (If the student finds bank statements confusing but the teacher feels the information is valuable the lessons will need to be expanded and additional practice given.)	Vocabulary board Worksheets 9a and 9b

Worksheet 8a

Complete the daily balance columns.

Date	Your Balance Was	Number Deposits	To Which We Have Added Deposits Totaling	Number of Checks	And Subtracted Checks Totaling	Handling Costs	Resulting in a New Balance of
10/26/70	$193.00	2	$200.00	6	$170.00	$.00	$173.00

Name

Account Number

Statement Date

Checks and Other Debits				Deposits and Other Credits	Daily Balance	Date
					193.00	11/2
				120.00		11/6
			20.00			11/7
				60.00		11/9
12.00						11/12
	6.00					11/13
			37.00			11/13
		60.00				11/20
			30.00			11/23

Worksheet 3b

Complete the top section of the statement.

Date	Your Balance Was	Number of Deposits	To Which We Have Added Deposits Totaling	Number of Checks	And Subtracted Checks Totaling	Handling Costs	Resulting in a New Balance of
[illegible]						$ .00	

Name

Account Number

Statement Date

Checks and Other Debits		Deposits and Other Credits		Daily Balances	Date
				[illegible]	[illegible]
			[illegible]	[illegible]	[illegible]
			[illegible]	[illegible]	[illegible]
		[illegible]		[illegible]	[illegible]
			[illegible]	[illegible]	[illegible]
	[illegible]			[illegible]	[illegible]

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON 10 For the student to be able to calculate his hourly/weekly wage	1. When the student accepts a job he will be told how much he will earn per hour. It is helpful to know how much he will earn each week or month as this makes budgeting easier. Suppose he is working part time in a store and is being paid $1.75 an hour. How much would he be paid if he worked for three hours on Monday? Do the problem on the board.	Blackboard
	2. Hand out the worksheet and go over the first two problems, i.e., Monday, Tuesday. Have the students complete the sheet.	Worksheet 10
	3. Write the following problems on the board and, using their wage sheet, have the pupils answer them. How much did you earn on Friday? How much did you earn per hour? How much did you earn that week? If you had not worked on Monday how much would you have earned that week?	

Worksheet 10

DAY	TIME WORKED	NUMBER OF HOURS WORKED	WHAT YOU EARNED
Monday	5 p.m. - 8 p.m.	3	$5.25
Tuesday	5 p.m. - 7 p.m.	2	$3.50
Wednesday	5 p.m. - 6 p.m.		
Thursday	5 p.m. - 8 p.m.		
Friday	5 p.m. - 7 p.m.		
Saturday	8 a.m. - 5 p.m. (1 hr. for lunch)		
	TOTAL		

Wage per hour $1.75

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON 11		
Understanding payroll deductions correlate this unit with a social studies discussion and explanation of taxes, unions and their use and purpose)	1. In the last lesson the pupils calculated their wages for the week to be $33.75. *When you receive a pay check from the store it will look something like this.* Give each student a worksheet. 2. *How much money was deposited to the account? Why didn't you receive the $33.25 that you earned?* 3. The gross salary is the money a person gets for working. The money that is taken out of the paycheck is called deductions, such as: *Federal Income Tax* – The money that an employee sends to the Federal Government. Once a year the employees fill out a federal tax form to tell the government how much tax he paid. If someone has overpaid he will receive some money back; if someone has not paid enough, he will have to send the government more money. *State Tax* – Similar to the federal tax except that the money goes to the person's state. *Social Security (F.I.C.A.)* – Money saved for an employee and added to by the employer. When someone is too old to work he will receive money from the government. It will be paid monthly just as if he were working.	Worksheet 11a

Worksheet 11a

Gross Salary	DEDUCTIONS						
	Federal Income Tax	State Tax	Social Security F.I.C.A.	Unemployment Insurance	Group Insurance	Union Dues	Net Salary
$ 33.25	$3.25	$1.30	$2.00	$ .60	$6.00	$1.00	$ 21.10

Iowa City, Iowa
First National Bank

Payroll Check

No. 138

November 21 1973

Pay to the order of Mary Jones $ 21.10

Twenty and 10/100 dollars

Eagles
119 Burns Street
Iowa City, Iowa

J. Smith

Worksheet 11b

Gross Salary	Federal Income Tax	State Tax	Social Security	Unemployment Insurance	Group Insurance	Union Dues	Net Salary
$64.00	$ 7.03	$2.30	$2.00	$ .20	$6.00	$1.00	
$25.00	$ 9.30	$2.00	$1.50	$ .10	$2.50	$1.00	
$200.00	$42.25	$2.35	$2.75	$ .80	$5.20	$1.00	
$40.35	$ 7.50	$2.20	$1.50	$ .60	$3.50	$1.00	
$30.00	$ 6.75	$2.60	$2.25	$ .20	$4.20	$1.00	
$20.00	$ 6.20	$2.12	$2.40	$ .20	$4.00	$1.00	
$76.25	$ 9.02	$2.01	$3.00	$ .90	$6.20	$1.00	

Calculate the Net Salary

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON 12	1. When someone is working there are going to be certain expenses or monthly expenses. List them on the board, i.e., payroll deductions, room and board, clothing, medical care, recreation, gifts, lunches, transportation, savings, etc.	Blackboard
	2. How can people be sure that they will have enough money for the whole month? The deductions for taxes, etc., are taken out of the paycheck before receiving it. The remainder of your money must last until your next paycheck. People should plan how to spend the remaining money, and this is called "budgeting."	
	3. List the following categories on the board:	Worksheet 12

Budget	% of Income	Income $125 Per Month
Room and board	35%	
Clothing	15%	
Medical care and recreation	10%	
Gifts	5%	
Lunches, coffee money	10%	
Transportation	5%	
Savings	20%	
Total	100%	

*These are recommended percentages which will vary according to the area in which the person lives and the number of people the wage must support.

4. Complete Worksheet 12 and list the answers in the chart on the board.

1. What is 35% of $125.00/100 ?

125.00
35
625.00
3750 0
43.7500

2. What is 15% of $125.00/100

3. What is 10% of $125.00/100

4. What is 5% of $125.00/100

5. What is 20% of $125.00/100

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON 13 *Review and application of Lessons 1-13*	1. Have the students plan a money making event in order to use the money managing skills that the class has been discussing. This event can be a bake sale, sale of articles made in the classroom, etc. Decide upon a tentative goal for which they wish to raise and spend the money they make, i.e., a party, a trip, etc. 2. List with the class the money skills they will use during the sale. Discuss accepting checks, keeping money in a safe place, etc. 3. Construct a chart showing the amount of money, if any, spent on the sale and the profits. 4. List profits on the board and discuss again their goal for spending the money: Is there enough money to achieve this goal? If not, should they change their goal? Should they put this money in the bank ? Should they change to a different project?	

The Classroom: A Laboratory in Vocational Preparation

The curriculum for the handicapped student at the junior high level should be oriented toward social, personal, academic and occupational adjustment. The classroom can be used effectively as a laboratory or practicum for vocational adjustment and preparation. If the classroom is set up to simulate a working situation, students will feel more secure and comfortable once they enter a real working situation. If the academics taught in this classroom are practical, skill oriented, and applied to everyday needs, students should be able to transfer and apply these academics in vocational situations. This section of the document gives the teacher suggestions for using the classroom as a vocational laboratory.

In the beginning stages of the program the students work within a classroom that is organized into numerous skill building areas. The skills practiced are those that should prove most useful in a job situation.

In the more advanced stages, the pupils work at authentic jobs within the school on three levels of dependency: apprentice level, semi-dependent level and independent level.

By approaching occupational training and education in this way at a junior high level, pupils are better prepared to bridge the gap between school and work/study programs.

Classroom Vocational Preperation

To give students an opportunity to experiment and practice attitudes, habits and skills essential for employment. SCOPE

The classroom is divided into skill building areas and a general instruction unit. In determining the physical setting, every effort should be made to have the classroom environment simulate a working situation. It is important that the classroom be highly organized. A classroom inventory of all equipment and supplies helps achieve this goal. PHYSICAL LAYOUT

Entrance Area

This is where pupils enter the classroom to check in. An industrial type time clock and card reack is available for recording arrival and departure time. A large tack board is located on the entrance area wall where students hang locker keys and where all types of notices and announcements are posted.

General Seating Area

This is the area where pupils can work on individual assignments. Student desks, chairs, a large chalkboard, and a teacher/pupil large table are located here. A large tackboard separates this section from other areas and this tackboard can be used for posting assignments for individual or groups of students.

Home Economics Area

This area should be equipped to permit food storage, preparation, distribution and eating. Students who are on coffee break should be allowed to use this area for preparing their snack, for conversation, and for relaxation. This area should be somewhat removed from the general seating and library areas.

Science Area

Students can use this area for any experiments that might be job related, such as working with effects of temperature, types of safety equipment, conditions that produce rust, spoilage, etc. Because of the nature of the work that is done within this unit, it should be located near a sink, gas or electric outlets, counter tops and a storage area for stacking equipment.

Grooming Area

This area allows students to practice and experiment with grooming equipment as well as learn some vocational skills that might be used in the personal service area, i. e., hair cutting or styling, dressmaking and repairs, laundering, shoe care/repair. The good grooming area should be located in a rear corner of the room for privacy. A movable partition should be placed at the dressing table. Mirrors are essential.

Shop Area

The shop area enables students to become familiar with and learn how to use various tools for building or repair work. It also allows students to learn some vocationally oriented skills that might be useful on their future work.

painting
sanding
varnishing
assembling from written directions
refinishing
caring for equipment
observing safety procedures
making minor repairs

Because the shop area may require students to work with flammable or dangerous materials, this area should be well ventilated, away from extreme heat, and well supervised by advanced student coordinators.

Library Area

This area should be equipped with all sorts of books, magazines, reading materials, etc. This unit should be near an electrical outlet to permit use of audio-visual materials. A number of large, preferably round, tables should be available in the library area for assembly line production technique practice. Some large soft chairs might add to the informality of this setting and provide a comfortable place to read. The area can be used also for all group and small group instruction.

Teacher-Coordinator Area

This is a private area where the teacher can do her planning, organize her records and hold teacher/pupil conferences. It should be equipped with a desk, several chairs, a typewriter, outside telephone, shelves and filing cabinets.

ROLE OF TEACHER

The teacher involved in a classroom vocational training program must be a Jack-of-all-trades with an ability to adapt to a variety of roles and situations. It is important that the teacher has an opportunity to work with and get to know the students in a classroom

setting before attempting to organize the pre-vocational training program. In the initial stages of the program the teacher should compile pre-vocational rating forms for each student related to work habits, work skills, achievement scores, individual attitudes and previous neighborhood job experiences.

Some of the duties that the teacher is expected to perform in the classroom training program are:

- instruction in academics
- plan instructional programs
- select instructional techniques, materials, equipment
- survey businesses, schools, industries for equipment and resource personnel that can be used in the classroom
- prepare students for job interviews and the responsibilities of a job
- locate and prepare training materials
- supervise students in academic and job training experiences
- distribute, collect, and evaluate work progress reports
- correlate work experience with training in the classroom

The success of the pre-vocational classroom training program will be determined, in part, by the effectiveness of the teacher conducting the program. The teacher must be able to integrate organization and flexibility. She must be willing to tolerate a classroom where individuals or groups of students are working at separate tasks in different areas of the room and where movement and noise exceed the amount usually found in a school situation.

Daily Schedule – The pupil is encouraged to function within the classroom much the same as a worker would in a vocational setting. In order for the students to perform successfully in this situation, a highly organized classroom routine must be established. Some ideas for setting up a daily schedule are:

ROLE OF PUPILS

- Pupils punch their individual time cards and place them in a time card file located at the side of the entrance way.
- Morning announcements of a general nature are made by a pupil, preferably over an intercom.
- A student reporter gives the daily weather report via a weather report chart. This pupil reporter gets his information by listening to the radio and reports such facts as the day, date, temperature and forecast.
- Students get their daily schedule from a large daily schedule board that is posted permanently in the room. Information contained on this schedule board includes:
  - Room
  - Subject Area
  - Work Area
  - Time Alloted to Each Subject Area
- Each individual pupil has time during each day to work either independently or in a group in academic subjects and also at a learning center.
- All pupils have a chance to work at each learning unit during a work week.
- Groups of pupils have scattered coffee break time allotments for periods of ten to fifteen minutes, two times a day.
- Student supervisors are assigned as helpers to each work area. These supervisors vary from day to day or unit to unit, until each student has had at least one supervision assignment during a working week.

Students should correlate their classroom training activities with the regular school activity periods to accommodate those subject areas and activities that occur outside the training classroom such as physical education, art, music, etc.

Pupils who wish to leave the classroom at any time may do so by placing their filled time card on the entrance bulletin board. This card is replaced in the time card file when they return.

Each pupil fills out an evaluation sheet of his performance in the work area attended that day. This evaluation sheet is turned in to the teacher.

Each student has a weekly conference with the teacher in the privacy of the teacher/coordinator office. The teacher and pupil use this weekly conference to discuss progress, improvement, and general evaluation of work in both the academic subjects and skill building areas.

Upon leaving each work or study area, each pupil is responsible for replacing all tools or materials so they are ready for the next pupil.

Pupils receive service points as payment for work in skill building areas. These service points can be accumulated to earn special privileges. Example:

free period
unrestricted ground privileges
framed service certificates

At dismissal time, students leave by punching their time cards and replacing them on the card file rack.

The purpose of the in-service classroom training program is to provide practice in the academic competencies and skills related to occupational and vocational preparation. Although this program is meant to be a part time activity, it should be incorporated into all classroom activities. Both the academic subject matter and the skill training must be related to real problems. It is important that the handicapped student have practice in developing his motor and manual skills, as well as paper and pencil competencies, as these skills are influential in determining student employability.

Some suggestions for skill building tasks and classroom activities that utilize these skills are:

Using simple machinery

Typewriting class letters, news bulletins, written assignments on ditto sheets

Running off class ditto masters on a mimeograph

Making Xerox copies of poems, pictures

Taping lessons on recorders that students can operate

Using films, slides, filmstrips in classroom instruction with students' operating machinery

Assigning classroom chores involving simple machinery to students, such as: sharpening pencils, using paper cutter, loading stapler, etc.

Collating, stapling and stacking

Handling and sorting the daily mail that is delivered to school

Sorting books or supplies that have been color coded for this purpose

Setting up a supply closet and sorting materials, such as:

art paper on one shelf
writing paper (lined, unlined, color)
ink tag
newsprint
newspaper

Filling a small gift box, using a list to be sure that each box has one of each listed item. (For hospitals, service men, nursing homes, children's homes)

Going through the school's lost and found box, matching mittens, boots, separating clothing from toys, etc.

Sorting silverware to be used in school cafeteria

Filing

Alphabetizing index cards with student's name, address, phone number, and birthdate

Classifying worksheets, pictures, newspaper articles in folders by subject

Wrapping and packing

Gifts for hospitals, servicemen, an ill classmate, etc.

Stacks of books to be returned to the library or to another class, teacher, stockroom

Arranging to borrow and then return supplies that must be wrapped or packed

Counting and packing school newspaper or bulletins for individual classrooms

Wrapping newspaper, books, magazines for paper drives

Being responsible for wrapping and packing books, workbooks, or supplies sent from the school for mailing

Packing some canned and boxed goods that are delivered to the school cafeteria

Pricing

Having a classroom sale where the students are responsible for pricing the items to be sold (elephant, book, bake, craft sale)

Being responsible for pricing and stamping prices on articles sold in the school store:

pencils	candy
book covers	gum
pendants	school jackets

Taking an inventory of the cost of supplies for the stockroom, cafeteria, office, to put on a budget form

Record keeping

Taking and recording attendance

Making a record file of work evaluation and time sheets.

Recording work area assignments and schedules

Alphabetizing names on class list for individual classrooms within the school

Making a record of stockroom supplies and inventory sheets

Recording library books going in and out of the classroom or school library

Telephone procedures

Telephoning for weather, time, unlisted numbers, using the telephone for general information, i. e., movie schedule, restaurant hours, price of articles at different stores, ordering supplies

Food services

- Class parties involving preparation, cleanup of food
- Using assembly line techniques, i.e., sandwich: buttering bread, fill with meat, put on cheese, put on lettuce, cut, wrap, pack
- Preparing a complete meal in the classroom (cafeteria type)
- Having both cafeteria and restaurant type food service
- Make and distribute juice/cookies for lower grades
- Invite some school personnel for a luncheon which the students must prepare, serve, and clean up
- Stock and deliver milk cartons to be distributed to individual classes
- Make items for school food sale

Mailing procedures

- Have field trip to post office to learn different mailing procedures
- Practice using equipment associated with mailing
  - letter scale
  - franking machine
  - different stamps (air mail, fragile, postage due)
  - Addressograph (rolls out labels)
  - liquid sponge stamper
- Use assembly line techniques for sending out school mail:
  - PTA bulletin
    - stamp on date, signature, time
    - fold bulletin
    - stuff envelope
    - seal
    - address
    - stamp
    - stack
    - post

Cutting and measuring

- Cutting paper to be used for assignments, art work
- Cutting patterns for cards, clothing, bulletin board displays
- Measuring ingredients for food preparation, science experiments, practical math problems
- Measuring the room for furniture and area arrangement
- Becoming familiar with common objects used for cutting and measurement
  - scissors
  - paper cutter
  - hole punch
  - razor blades
  - scales (weight measurement)
  - tape measure (cloth, metal)
  - cardstock
  - different types of knives
  - ruler

Checking for accuracy

- Checking own worksheets or those of other students
- Putting approval seal or inspection tag on products made or assembled in the classroom

Going over school attendance, work, expenditure records

Doing math problems manually and then checking for accuracy with an adding machine

Having pupils work on problems in teams as a check on each other's performance

Allowing students to check their weekly work time/pay schedules for accuracy

Counting and bundling

Passing out supplies for each member of the class (paper and materials)

Counting, bundling, and distributing notices or bulletins that are to be given to each pupil in the classroom(s)

Counting and packing supplies for stockroom, office, individual classrooms

Bundling school materials for disposal

Typing

Typing of school notices, bulletins, worksheets, time sheets, work evaluation notices

Typing all classroom correspondence and some office memos

Making lists of school supply inventories

Ordering new materials for school, room

Practicing typing on employment applications

Compiling a classroom attendance sheet including pupil's name, address, home phone, that can be typed and duplicated for class members

Simple repair work

Repairing and upkeeping of room machinery, i.e., stapler, pencil sharpener, tape dispenser

Learning to identify simple tools and know the type of tasks they are used for:

screwdriver	pliers
hammer	jack
wrench	nuts/bolts

Repairing areas of the classroom:

bookcase

doors or windows that stick

oil hinges of doors, chairs

leaky faucets

Assembly line techniques

Making, boxing, distributing cards, gifts

Preparing a cafeteria type meal for distribution

Collating paper for a newspaper, booklet

Assembling a simple toy, game, piece of equipment

Wrapping, decorating packages (paper, tape, string, label, address, stamp)

Making small gift items, i.e., aprons:

- laying out material
- pinning on pattern
- cutting out pattern
- basting
- sewing on machine
- cutting on decoration
- folding
- boxing
- wrapping

SKILL AREA EQUIPMENT AND SPECIAL ACTIVITIES

Special equipment is necessary in order to set up a vocational training program. If the teacher is willing to do some ground work, she will find that much of this equipment can be borrowed or obtained at a reduced rate for use in the classroom. Local businesses and factories often allow schools to use demonstration models of their equipment in order to train students in the use of this machinery.

Some types of useful equipment might include:

Office Area

- [illegible]
- typewriter(s)
- telephone/directory
- paper cutter
- stapler
- staple remover
- tape dispenser
- scissors
- adding machines
- pencils, pens, paper, paper fasteners, thumb tacks, paper clips
- rulers
- hole punchers
- tape recorder
- pencil sharpener
- calendar
- [illegible] (in trays, folders, boxes, cabinets)
- bulletin board
- book shelves

Home Economics Area

- stove
- refrigerator
- sink
- storage cabinets
- dustpan/brush
- chairs
- newspapers
- kitchen tools (can opener, beater, spatula)
- paper goods
- cookbooks
- cleaners
- towels
- sponges
- pack-aged convenience foods
- trays
- table
- dishtubs
- towels
- silverware
- dishes
- garbage can/bags
- mop
- broom
- vacuum cleaner
- iron
- cloth for dusting or applying iron

Science Area

- thermometers
- thermostats
- heat source (gas, Bunsen Burners)
- extension cords
- electrical outlets
- batteries/testing equipment
- counter space for experiment
- fuses
- scale (post office, meat, heavy weight)
- source of water
- vocational safety equipment (insulated gloves, fire extinguisher, goggles, sand bucket)
- storage area for experiment equipment

Shop Area

- workbench
- assorted tools: hammer, saw
- wood
- painting equipment: brushes, rollers, thinner, paint, varnish spray cans, solvent
- assorted nails, screws, bolts
- car repair materials: jack, wrench
- welder
- cleanup equipment: turpentine, strong soap, rags, towels, grease and lubricants
- first aid equipment

Girls' Grooming Area

full length mirror
hair grooming supplies: shampoo, curlers, dryer, comb and brush
towels
sewing machine
sewing supplies: tape, thread, bobbins, scissors
personal toiletries: soap, face creams, make-up, deodorant, electric and manual razors, after shave lotions
washer (may be coin operated)
dryer (may be coin operated)
patterns
cutting area
ironing board and iron
spot removers
mop
nail care equipment
shoe care equipment

Library Area

large tables (1 or 2 round, 1 possible)
chairs: hardback
books
magazines
store catalogs
daily newspaper
shelves
record player
tape recorder
radio
chalkboard
A-V equipment

AREA ACTIVITIES

Each individual skill building area provides an opportunity for practice in pre-vocational skills and activities. Some of these activities require more planning and direction than others.

Formal activities for use in the specific skill building areas include: office, home economics, science, shop and good grooming.

Office Area

Have the pupils in the pre-vocational training classroom be completely responsible for putting out a class newspaper. Students report or collect news items from each classroom within the school as well as their own. The pupils decide how to arrange the articles: by class, by topic, etc. The articles can be typed on ditto sheets after being laid out on sample sheets. Pupils are responsible for running off the desired number of copies of each page, collating, stapling these pages into booklets, stacking and counting the booklets for distribution to each class and delivering the final product.

Give the students practice in using common office equipment and machinery. The students can be given a developmental task which he/she accomplishes on a specific piece of equipment. Each student evaluates his own performance by checking off this area on an evaluation sheet once the task is mastered.

Typewriter

I can write a complete sentence without looking at the keyboard. I know the location of all the keys on the keyboard.

Mimeograph

I can make a copy of a ditto master on a mimeograph machine.

Telephone Directory

I can look up some specific phone numbers and addresses in the telephone directory, using both the regular and the yellow pages.

Other Supplies and Equipment

I can refill the stapler, tape dispenser and empty the pencil sharpener.
I know how to wind and rewind a tape recorder.
I can use the paper cutter, scissors, and a letter opener accurately and safely.
I can look at a calendar and find the months and the days of the week on which certain dates have or will occur.
I can file 3S cards in alphabetical order according to a name or a topic.

Have the pupils role play an office situation for the day. They are to set specific objectives and tasks to accomplish during their office work period. Students vary the roles of employer, employee, office messenger. Some of the tasks that might be specified are answering the phone, typing communications, speaking over intercoms, delivering messages, handling emergency situations, etc.

Home Economics Area

Have the pupils prepare and serve a cafeteria-type meal and invite another class for lunch. The pupils in the pre-vocational training classroom are to be responsible for planning the menu, getting all supplies, preparing the food, setting up the trays, distributing the trays, cleaning up, stacking, etc.

Pupils should arrange a meal to examine and compare the costs of different types of foods, methods of preparation and types of foods, methods of preparation and types of service. Have one group prepare a meal using convenience foods, disposable paper plates and plastic utensils. The other group serves the identical meal, but instead of using the convenience foods they use fresh, unpackaged foods, china dishes, regular silverware. The students then eat the meal, one group eating the meal prepared in one way and the other group having the meal prepared the other way. Have the groups compare the meals in terms of taste, cost, time for preparation, etc.

As a fund raising project, the students prepare saleable items such as cookies, candy, cupcakes, cake, pies, craft items, etc. These items are made in class with teams working in the kitchen area on one speciality item. The products are boxed or packaged and sold in school. The funds can be used for a class party, trip, games, piece of equipment, etc.

Science Area

Pupils can work with specific skills that serve as pre-vocational training practice:

Testing batteries
Knowing what size batteries go in what product (flashlight, camera, tool)
Testing light bulbs and knowing safety procedures for their insertion and removal
Learning about wattage safety for different sockets
Learning how to operate padlock and combination locks and latches
Reading various thermometers and thermostats
Showing effects of extreme heat and cold while using safety equipment

Pupils use the science area as a place to experiment with activities that pertain to other skill building areas:

Study the effects of heat, light, on living things
Learn what conditions help/prevent food spoilage
Understand the use of lubricants to reduce friction on tools
Practice the use of simple tools, such as the lever and wedge for easing work
Study some safety procedures for dealing with electricity, fuses, plugs

Shop Area

Have the class construct a large board on which there are different pieces of equipment for the students to identify and operate. There should be areas on the board for:

- nailing and hammering
- removing nails
- sanding
- putting in nuts and bolts
- putting in screws
- working pliers
- working various screwdrivers
- painting and paint removal

Pupils working in the shop area might be responsible for building or repairing equipment to be used within the school. They build:

- picture frames
- bulletin boards
- room dividers
- small tables
- bookcases
- display shelves

They make minor repairs on school equipment:

- fixing legs on chairs
- sanding table surfaces
- lubricating hinges of squeaky doors
- repairing windows that are stuck
- refinishing with varnish
- replacing heads of mops
- fixing handles on cleaning equipment (brooms, mops, brushes)
- painting shelves, furniture

Have pupils construct simple items that are useful to them at home or for gifts:

- simple games
- small decorated purse mirrors
- combs and glass cases
- hardwood cutting boards
- napkin rings
- decorated pillows
- bookends
- jewelry
- recipe boxes
- small stools

Good Grooming Area

An all class project might be a display or fashion show using class made articles. Each student is responsible for making an article. Pupils are individually responsible for choosing his pattern and fabric (preferably simple ones), laying out and cutting his pattern, basting, sewing, etc. As a culminating activity, the class has a show, serves refreshments and takes orders on consignment.

Suggested items to make:

- stuffed toys
- aprons
- skirts
- robes
- ponchos
- jewelry made in shop
- baby gift items
- pocket books
- night wear
- dresses
- pants outfits
- leather accessories
- fancy cloth men's casing
- apache scarves
- ties
- sleeping bags
- canvas totes
- surfer shirts/shorts

Have pupils experiment with fabric maintenance.

- What fabrics require hand or machine washing, dry cleaning?
- Which types of stains are removable with spot remover or by washing?
- What water temperature is recommended for specific stain removal (blood, coffee)?
- Which type of dry cleaning is recommended for economy (personal item service/$2.50 per 8 lb. load)?

What types of materials do or do not require pressing?
What is a correct pressing temperature?
Is starch/sprinkling beneficial?

Obtain or have pupils bring in swatches or scraps of material on which to experiment. The only information the pupils need to know is the fiber content of these samples. Encourage pupils to experiment with these fabrics and reach some conclusions on the basis of their experiments.

Have the pupils experiment with using fabric as an art media. They can learn some techniques that allow them to use fabric as a form of individual self-expression.

Some techniques that are useful for classroom application:

- dyeing
- tie-dyeing
- batik
- applique
- collage pictures with cloth
- patchworking
- knitting or crocheting

Set up a mock beauty parlor environment where students practice setting, styling each other's hair. Boys are encouraged to use this area to experiment with shaving equipment, hair and after shave lotions, etc. Students who are working in the beauty parlor area are responsible for setting up their own appointments, efficient their time, being responsible for finishing the job they start, etc.

THE SCHOOL JOB TRAINING PROGRAM

The school physical plant provides opportunities where students can gain pre-vocational job experiences. Because of the many services provided within the school there are a variety of opportunities for work. These working experiences can and should be part of the junior high curriculum.

The following general objectives can serve as a guide to the teacher for setting up a school job training program.

1. To make a detailed survey of school job opportunities, i.e.,
   - buildings and grounds
   - cafeteria/food services
   - office services
   - teacher aids
   - stockroom services
   - library services
   - visual aids services
   - recreational services

2. To carefully analyze the sequential difficulties of each job and subsequently divide each job into three levels of competency: apprentice stage, semi-dependent stage, independent stage.

3. To assign job responsibilities in terms of each child's ability and readiness for participation in a job training program.

4. To utilize the training program as an educational and pre-vocational experience, not as a method of providing free lunches, getting rid of behavior problems, or keeping students busy.

The school job training program at the junior high level is designed to bridge the gap between school and independent work on an actual job. The training program is organized into three levels: Level A or Apprentice Stage, Level B or Semi-Dependent Stage and Level C or Independent Stage. Individual readiness determines where a pupil operates within these three levels.

Although the job training program is designed to cover three or four years for each student, the program must be kept flexible to accomodate individual abilities or limitations. One student might be unable to enter Level A even after six or two years in a pre-vocational program, whereas, another pupil might be able to begin at Level B immediately.

Since students will be in junior high school for at least three years, the training program must be planned on a long-term basis. Some of the more limited students may need a longer period to become effective and might stay on a very simple routine job for quite a while.

Level A: Apprentice Stage

At this stage students are introduced to physical layout and skills needed in the simplest jobs found in any area. The student works with a supervisor and with a student trainee who is already proficient in the job to be performed.

Status Needs, Number One
Level A (First Year)
The World of Work

Teacher's Notes

THE SCHOOL JOB TRAINING PROGRAM

Junior High School
Calendar Age 13 to 16
Mental Age 7 to 10

I. Survey of School Job Training Opportunities
   A. Buildings and Grounds
      1. Assisting custodian in care of building
         a. Sweeping hallways
         b. Dusting
         c. Emptying wastebaskets
         d. Washing inside of windows
         e. Stocking paper (according to type, size, kind, etc.) on shelves
         f. Getting chairs for assembly and removal after use
      2. Assisting yard man
         a. Cleaning grounds of litter
         b. Raising and lowering flag
         c. Folding flag properly
         d. Cleaning up after grass cutting
         e. Trimming hedges, bushes, etc. (landscaping)
         f. Helping with snow removal

   B. Cafeteria and Food Services
      1. Storage room
         a. Unloading trucks
         b. Opening boxes
         c. Stocking shelves (with supervision)
      2. Kitchen services
         a. Putting out milk; collecting milk cartons for disposal
         b. Cleaning trays
         c. Scraping dishes
         d. Removing garbage and trash for disposal
         e. Cleaning tables and floors

Level B, continued

E. Office Services
1. Collecting attendance slips from home room to office
2. Returning attendance slips from office to homeroom
3. Going on errands from office to all parts of the building
4. Opening packages, boxes, and other items as asked principal or secretary
5. Putting stamps on letters
6. Delivering books, mimeograph materials, etc., to all parts of the building

F. Teacher Aides
1. Aiding in lower grades with children's wraps
2. Aiding teachers at recess time
3. Serving as monitors for washrooms, halls, etc.
4. Participating in junior fire patrol, Safe patrol, etc.

G. Storeroom Services
1. Stacking boxes
2. Stacking canned goods on shelves

H. Library Services
1. Pasting
2. Dusting

I. Visual Aids Services
1. Filmstrip projector
a. Serving as apprentice to Level C child
b. Taking film, projector, and screen to proper room
c. Setting projector on suitable stand
d. Setting up and taking down screen
e. Adjusting window shades, if necessary
f. Operating lights
2. Sound movie projector
a. Serving as apprentice to Level C child
b. Taking film, projector, and screen to proper room
c. Setting up and taking down screen
d. Setting projector on suitable stand
e. Adjusting window shades, if necessary
f. Operating lights

H. Recreation Services
1. Keeping all equipment in proper storage
2. Keeping all equipment clean and ready for use
3. Keeping locker room clean and in good condition

Level B: Semi-Dependent Steps

This is a continuation of the jobs on Level A but with more complex skills. Students work independently with the teacher's supervising part time.

Double Needs, Number One
Level B (Second Year)
The World of Work

Teacher's Name

THE SCHOOL JOB - TRAINING PROGRAM

Junior High School
Calendar Age 13 to 16
Mental Age 7 to 10 plus

I. Survey of School Job Training Opportunities
   A. Buildings and Grounds
      1. Assisting custodian in care of building
         a. Scouring
         b. Sweeping and mopping floor
         c. Dusting furniture, window sills, etc.
         d. Washing inside of windows
         e. Stacking paper (according to type, size, kind, etc. on shelves
         f. Setting up chairs for assembly and removing after use
         g. Carrying out ashes and garbage when necessary
      2. Assisting yard man
         a. Caring for flowers and shrubs
         b. Assisting with beautification of grounds
         c. Raising and lowering flag

   B. Cafeteria and Food Services
      1. Storage room
         a. Shelving materials such as cleanser, paper towels, tissue, etc.
         b. Issuing and obtaining materials such as mops, brooms, etc.
         c. Taking inventory of certain foods
      2. Kitchen services
         a. Filling salt, pepper, sugar, etc.
         b. Drying dishes, silverware (when necessary)
         c. Storing dishes and silverware
         d. Packing milk coolers
         e. Learning to operate dishwasher

   C. Office Services
      1. Distributing bulletins
      2. Stacking shelves, storing books

3. Distributing locker keys
4. Setting up chairs and tables for P.T.A. meeting or other meetings. Putting glasses and water on the table for speakers
5. Distributing programs for assemblies
6. Serving as ushers for assemblies
7. Opening and closing stage curtains
8. Opening and closing windows when necessary
9. Operating lights and fans when necessary

D. Teacher Aides
1. Making decorations
2. Helping with costumes
3. Reading short stories to kindergarten groups
4. Going on errands
5. Keeping shelves in order

E. Classroom Services
1. Delivering supplies
2. Unpacking and stocking supplies
3. Checking items in short supply

F. Library Services
1. Assisting librarian
2. Shelving books
3. Filing
4. Mending books

G. Visual Aids Services
1. Filmstrip projector
   a. Removing and replacing cover on projector
   b. Setting up projector and screen
   c. Returning projector and screen to proper room
2. Sound Movie projector
   a. Removing and replacing cover on projector
   b. Setting speaker near screen
   c. Preparing projector for storage
   d. Connecting speaker to projector
   e. Turning on lamp and adjusting lens
   f. Centering image on screen

H. Recreation Services
1. Helping decorate gym for parties and dances
2. Helping cleanup crew

Level E: Independent Stage

The student will perform more complex duties at the same job under the supervision of the school job employer with teacher follow-up visits and interviews.

District Needs, Number One
Level E (Third Year)
The World of Work

Teacher's Name

Junior High School
Calendar Age 13-15
Mental Age 7 to 10 plus

I. Survey of School Job Training Opportunities
   A. Buildings and Grounds
      1. Assisting custodian in care of building
         a. Using electric floor waxer
         b. Repairing furniture
         c. Painting
         d. Refinishing furniture
      2. Assisting yard man
         a. Shoveling snow
         b. Removing ice
         c. Cutting grass with push mower

   B. Cafeteria and Food Services
      1. Storage room
         a. Arranging shelves
         b. Storing and getting materials
      2. Kitchen services
         a. Putting trays and dishes in dishwasher
         b. Drying trays, dishes, and silverware
         c. Helping to put clean utensils away in proper place
         d. Keeping food counter supplied and clean

   C. Office Services
      1. Sorting attendance slips, alphabetizing
      2. Serving as messenger for intercommunication, building to building
      3. Serving as hall monitor
      4. Assembling duplicated materials and stapling
      5. Distributing supplies
      6. Collecting special requests made by the office

Level C, continued

Teacher's Notes

7. Helping to distribute hand-drive literature
8. Packing books or materials to be stored

D. Teacher Aides
1. Helping to sort and box materials
2. Cleaning boards
3. Washing dishes
4. Washing and ironing small flat articles

E. Bookroom Services
1. Cleaning shelves
2. Counting books
3. Storing books

F. Library Services
1. Caring for magazine racks
2. Caring for book cart for collecting

G. Visual Aids Services
1. Filmstrip projector
a. Prefocusing adjustment of light
b. Threading projector
c. Focusing and showing filmstrip
d. Rewinding filmstrip
e. Replacing filmstrip in container
f. Replacing lamp, if necessary
g. Preparing projector for storage
h. Keeping job assignment record
2. Sound Movie Projector
a. Removing film from can or case
b. Placing full reel on projector
c. Placing empty reel on projector
d. Turning on sound
After Showing
e. Replacing full reel in can or case
b. Disconnecting projector and speaker

H. Recreation Services
1. Passing out programs for sport events, assemblies, etc.
2. Helping physical education teacher or coaches wherever possible

[illegible]

It is necessary to plan and arrange when and how the students begin to leave the classroom. Some schools have found it successful to begin with small groups of students leaving for a six- to eight-week work period in an area followed by a second group of students who leave the classroom for a six- to eight-week work period. The same routine can be followed with other groups of students to complete the school year. To initiate such a program it might be advisable to acquaint the personnel in one area with the program and have pupils work only in that area until other personnel become familiar and comfortable with the program.

Another possible time schedule might be to have the students try several Level A jobs the first year, several Level B jobs the second year and several Level C jobs the third year.

The amount of time a student spends at an area or at a particular level within the area will vary with the individual. (See opposite page for sample time sheet placement schedule.)

[illegible]

The success of the school-job training program will depend upon the school personnel from the various work areas involved in the program. Both the teacher and administrator must give time and support to help these people understand the program and their function with regard to it. It is important that the program begin slowly and be well structured. Planning is needed to insure success for each individual participant in the job training program. Care must be taken that neither the work area personnel, supervisors, nor students be exploited. Although personnel in the school training areas might experience some initial inconvenience, the aim is to have both area personnel and students benefit from school-job training experiences.

Suggested supervisors for specific job training placements are:

building/grounds - custodian
cafeteria - manager of cafeteria
office - school secretary
teacher aide - individual teachers
washroom - custodian and/or school secretary
library - school librarian
visual aids - custodian, teacher in charge of A/V aids
recreation - physical education personnel

At Level A, students who are performing a job are supervised by pupils who have already worked on this job and have attained a higher level of proficiency.

[illegible]

Evaluation of the school-job training program must occur at three levels. Some form of record of individual performance must be kept by the three persons involved: the student, the school employer, and the teacher. These records should be kept in a file and reviewed and evaluated from time to time.

For the student, being able to evaluate his own performance and employability is very important. He has an opportunity to become aware of his abilities and limitations, to see his gradual improvement and to set realistic occupational expectations for himself. He should evaluate himself weekly.

Three Alternative Schedule

Regular School Hours	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:00	Opening Exercises				
8:00-8:45	Social Studies	Shop or Home Ec.	Social Studies	Health	Shop or Home Ec.
8:50-9:30	Spelling	Science	Reading	Written Expression Spelling	Reading
9:35-10:15	Music	Written Expression	Art	Physical Education	Spelling Arithmetic
10:20-11:00	Arithmetic	Reading	Written Expression Writing Practice	Science Social Studies	Social Competencies*
11:00-11:30	Student's Lunch - Leave for work**				
11:30-12:15	Teacher's lunch				
12:15-1:30	Teacher's time for supervision and coordination				
1:35-2:15	Social Competencies	Arithmetic * * *	Health * * *	Social Competencies Working Practice	Work Study Seminar

* Courtesy, Leisure Time, Citizenship, Community
** Some out at work
*** Every other week schedule for shop and home economics

The teacher who is responsible for directing the training program holds a weekly conference with participating pupils to go over their work, related problems, and personal evaluation sheets. Every other week the teacher fills out her own evaluation sheet on the pupil's performance. This evaluation sheet is based on the teacher's observations and her conferences with both the student and the work area supervisor. The teacher should also use her bi-weekly evaluation sheet to inform the pupil about his academic performance along with his proficiency in his work training program.

The school employer fills out a report form after every six- or eight-week work period. At the end of each pupil's work unit, a joint interview involving the student, teacher, and area supervisor is recommended. Part of the pupil's report card should be an evaluation of his performance in his school job training area. The job training program must have a status equivalent to other school related activities if it is to have value for the participating students. This report card rating should take into account the following areas:

student daily performance
student work summary
school job training reports
teacher observation/overall judgment
three-party conference

(Sample training work sheets on the following three pages.)

TRAINING WORK SHEET

Student Weekly Report

Date _____

Name _____

Age _____

School _____

School Phone _____

School Employer _____

Teacher Director _____

Training Area _____

Jobs _____ Rating: E G S P

1. _____

2. _____

3. _____

4. _____

5. _____

I Get Along With Others _____

I am on Time _____

I Control My Temper _____

I Look for the Information I Need _____

I Do More Than Asked _____

I am Courteous and Helpful _____

Remarks: _____

_____

_____

_____

E - Excellent

G - Good

S - Satisfactory

P - Poor

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TRAINING WORK SHEET

TEACHER DIRECTOR BI-WEEKLY

Date_____

Student _____

Weeks on Job_____

School Employer_____

Training Area _____

Based on Basis of: Observation
Discussion with School Employer
Student's Work on Returning to Class

E - Excellent
G - Good
S - Satisfactory

Attitude and Work Habits	Rating	Attitude and Work Habits	Rating
1. Cooperation		7. Reliability	
2. Courtesy		8. Respects others' property	
3. Industry		9. Respects others' rights	
4. Initiative		10. Self-Control	
5. Neatness (work and person)		11. Honesty	
6. Punctuality		12. Following directions	

Areas Needing Help

Arithmetic

Spelling

Reading

Remarks _____

TRAINING WORK SHEET

SCHOOL EMPLOYEE AT REPORT CARD TIME

Date_____

Name _____

Weeks on Job _____

Teacher Director _____

Training Area _____

Rated on Basis of: Observation
Actual Participation in Work with Students

E - Excellent
G - Good
S - Satisfactory
P - Poor

Whichever area is appropriate is to be checked:

	E	G	S	P		E	G	S	P
Takes correction					Is liked by other workers				
Follows directions					Is liked by other children				
Asks when uncertain					Is courteous				
Handles tools well					Is willing				
Puts things away					Does more than asked				

Remarks _____

RECOGNITION OF ACHIEVEMENT

It is important for the handicapped student to receive some concrete evidence of his achievement. Financial reimbursement should be given whenever possible. If money is not available a certificate of merit is one recommended way of achieving this goal. This certificate signifies successful completion of work in a certain area or at a certain level. Attainment of this certificate should be noted on the report card. These certificates might serve as a guide in determining areas of competency for senior high work study programs. (See charts on the following two pages.)

PRE-REQUISITES FOR PARTICIPATION

The following are suggested pre-requisites for a school job training program.

Class work should be up-to-date
Materials are in order and put away
Parents have given permission for their child's participation in the program as a result of an interview with the teacher
Pupil has been interviewed and accepted by head of the assigned work area
Student has a record of behavior that indicates readiness for the training program
Pupil knows his class schedule
Student is capable of knowing when, where, and how to fit into the class when leaving or returning from class
Pupil knows how to check his time card when leaving or returning from work
Student knows supplies and skills that are needed to perform his particular job
Pupil knows that he is expected to report learnings and job related activities to both the class and his teachers.
Student is willing to practice the academic subjects that are job related: arithmetic, spelling, reading, etc.

Student Pay Time Record

(For Students to Fill)

Week: 3/1 - 3/16

Name: _____

Day	Date	Time In/Out	Hours Worked	Pay Rate	Total Amount
Mon.	3/1	12:00-1:00	1	1.00	1.00
Tues.	3/2	12:00-1:00	1	1.00	1.00
Wed.	3/3	12:00-1:00	1	1.00	1.00
Thurs.	3/4	11:45-1:15	1½	1.00	1.00
Fri.	3/5	12:00-1:00	1	1.00	1.00
Sat.	3/6	No work			
Sun.	3/7	No work			
Mon.	3/8	12:00-1:00	1	1.00	1.00
Tues.	3/9	12:00-1:00	1	1.00	1.00
Wed.	3/10	12:00-1:00	1	1.00	1.00
Thurs.	3/11	11:45-1:15	1½	1.00	1.00
Fri.	3/11	12:00-1:00	1	1.00	1.00
Sat.	3/13	No work			
Sun.	3/14	No work			

Total Hours 11 Total Pay 11.00

Checked by Teacher

Work Study Assignment

Date: 3/5

To: Principal, Supervisor, Payroll, File

Current assignments. All previously dated assignments cancelled.

(One copy to each of the above after every change to this list)

Student's Name	Assignment	Hrs. Per Day	Pay Per Hr.	Age	Date Assigned
Cronkite, Cory	Office, Sabin	3	1.50	18	3/1
Davis, Anne	Cafeteria, West High	3	1.50	18	3/1
Warren, David	Maintenance City High	3	1.50	18	3/3
Phillips, Dorothy	Cafeteria Central	3	1.50	17	3/1
Ritter, Thelma	Office, Mann	3	1.50	18	3/4
Soho, Dan	Washer Bus Garage	3	1.50	18	3/4
Work Training					
Montgomery, David	Oak Labs.	4	1.75	19	3/1
Walden, Bernard	Printing Service	6	1.75	21	3/2
Meyers, Anne	Univ. Hospital	4	1.50	20	3/3
Unemployed List					
None					

Teacher _____

Barclay, W. D. & Champion, F. *Teen guide to homemaking*. New York City: Webster Division McGraw-Hill Book Company, 1967. (Junior High)

Be informed Series. Syracuse, N. Y.: New Readers Press, [illegible].
Finding a job
Personal interviews

Belinger, M. R. *You and your world*. Palo Alto, Calif: Fearon Publishing Co., 1962. (Work-text, rdg. level 2 gr. $2.00)

Bonnor, J.; Cundhall, R. & Kanel, F. *Basic driver education*. N. Muskegon, Michigan: Special Education Publications, 1968. (Work-text, $2.50)

Carson, E. G. *Campus work experience for pre-occupational education*. Hayward, Calif: Allen Company, 1962. (Work-text)

_____ *Teen-agers prepare for work in the community*. Hayward, Calif: Allen Company, 1968. (Work-text)

Dare, B. F. & Wolfe, E. J. Accent Personality Series. Chicago, Ill: Follett Publishing Company, 1968.
Getting that job
Talking stock
You and they
You and your needs
You and your occupation
You are heredity and environment

Doglin, Y. *Help yourself to a job*: Part I and Part II . Minneapolis, Minn: Finney Company, 1965.

_____ *Teen-agers at work*. Phoenix, New York: Frank E. Richards, 1968. (Rdg. level 4th gr. $1.50)

Employment outlook for tomorrow's jobs. Washington, D. C.: U. S. Government Printing Office, 1968. ($ .15)

Finding ourselves. Phoenix, New York: Frank E. Richards, 1964.

Frankel, W. *How to get a job.* Washington, D. C.: Committee on Employment of the Handicapped, U. S. Government Printing Office, n.d. (Pupil's book and teacher's manual)

Francis, R. *How to find a job.* Syracuse, New York: New Readers Press, 1963. (Reading level gr. 3 and 4)

Freeland, K. *High school work study program for the retarded.* Springfield, Ill.: Charles C. Thomas, 1969.

From school to work. Washington, D. C.: U. S. Government Printing Office, 1967. (S .20)

Getting along with parents. Chicago: Science Research Associates, Junior Life Adjustment Booklets, n.d.

Getting Ready for Pay Day. Phoenix, N. Y.: Frank E. Richards, n.d.
Part 1: *Checking accounts*
Part 2: *Savings accounts*
Part 3: *Planning ahead*
(Workbook, 3-4 grade rdng. level)

Gillespie, E. *Why you need insurance.* Syracuse, N. Y.: New Readers Press, 1968. (Rdg. level gr. 3-4, $ .20)

Goldberg, H. R. & Brundage, M. T. *The job ahead.* New Rochester Occupational Reading Series. Chicago, Ill: Science Research Associates under arrangement with Syracuse University Press, 1963. (3 reading levels)

Granholm, W. *Finding your job* (Series). Minneapolis, Minn.: Finney Company, 1968. (Workbook, $1.50)

Guide for educable mentally retarded. Houston, Texas: Houston Public Schools, 1968. (Senior high level)

Guide to job placement of the mentally retarded. Washington, D. C.: The President's Committee on Employment of the Handicapped in Cooperation with the National Association for Retarded Children, U. S. Employment Service, Bureau of Employment Security, U. S. Dept. of Labor, 1964.

Guide to special education in North Dakota. Bismarck, North Dakota: Department of Public Instruction, 1968.

Handbook for young workers. Washington, D. C.: U. S. Government Printing Office, 1968. (S .20)

Homemaking and family living in the parental home. Cumberland, Maryland Curriculum Guide, Status Needs, Number Two, Level E (Third Year), 1965-1966.

Howard, R. D. *Unemployed ogles.* Phoenix, New York: Frank E. Richards, n.d.
(Junior or senior high level)

How to answer when money talks. Minneapolis, Minn.: Ambidex and Associates, Inc., 1964. (Secondary workbook)

How to get and hold the right job. Washington, D. C.: U. S. Government Printing Office, 1960. ($ .10)

How to prepare yourself for job interviews. Washington, D. C.: U. S. Government Printing Office, 1960. ($ .10)

Hudson, W. W. & Weaver, A. A. *Getting ready for pay day.* Phoenix, New York: Frank E. Richards, 1963-1968.

_____ *Plans for living: Your guide to health and safety.* Palo Alto, Calif: Fearon Publishing Co., 1960. (Workbook)

Interest check list. Washington, D. C.: U. S. Government Printing Office, 1967. ($ .05 each, $2.00 for 100)

Jay, C. D. *A book about me.* (Grades K-1). Chicago, Ill: Science Research Assoc., 1962. (Pupil Analysis Sheet, $1.00 per set; Teachers Manual, $ .74; Specimen Set, $1.24.

Job guide for young workers. Washington, D. C.: U. S. Government Printing Office, 1969-70. ($1.50)

Kurtz, E. *The retarded adult in the community.* Springfield, Ill.: Charles C. Thomas, 1968.

Kvaternick, K. *The world of work.* Syracuse, N. Y.: New Readers Press, 1965. (Rdg. level gr. 4-5. $1.25)

Lawson, C. D. *Everyday business.* Elk Grove, Calif.: Unified School District, 1964.

Lerner, L. & Stutler, W. Fullem Vocational Reading Series. Chicago, Ill: Follett Publishing Company, 1965-1967. (Pupils, $1.23; teacher's, $ .75)
- *Maria Perrone, practical nurse*
- *John Lawson, auto mechanic*
- *The Millers and Willis B., Switcher, baker, chef*
- *The Delta Sisters, beauticians*
- *Helen Greene, department store worker*
- *Anita Powers, office worker*
- *Teacher's guide and answer key*

Lifton, W. M. *What could I be?* Chicago, Ill.: Science Research Associates, 1968. (Grades 3-6)

Lorwin, L. L. *Youth work programs.* Washington, D. C.: American Council on Education, 1941.

Watrous, R.; Wichelangelo, R; Suffish, E.; Travis, J.; Pandra, L. Target Series. Johnston, Pa.: Wallex Associates, Inc., 1963, 1964, 1968.
- *Mathematics for employment*
- *Mathematics for everyday living*
- *Mathematics for family living*
- *Pete saves the day- The joke that wasn't funny*
- *The old shoe mystery*

Waynikan, P.; Waynikan, J. & Doeppe, G. A. *You and Your Job* Series. Chicago, Ill.: J. G. Ferguson Publishing Company, 1968-1969.
What is it?
Where is it?
How to get it?
How to keep it?
Where do you go from here?

Occupational outlook handbook. Washington, D. C.: U. S. Government Printing Office, 1968-1969. ($4.25)

Occupational outlook quarterly. Washington, D. C.: U. S. Government Printing Office, quarterly. ($1.25)

Pitch, S. *Eddie in school*. Palo Alto, California: Fearon Publishers, 1967. (Rdg. level 2.2 A), Teacher's manual included)

Preparation of mentally retarded youth for gainful employment. Washington, D. C.: U. S. Government Printing Office, 1968. ($ .35)

Preparing for job success. Houston, Texas: Houston Public School, n.d. (Teacher's edition, $ .70; workbook, $ .50)

Randall, F. *Getting a job*. Palo Alto, Calif: Fearon Publishing Co., 1968. (Work-text and teacher's manual, $2.50)

Safety in your future. Washington, D. C.: U. S. Government Printing Office, 1968. ($ .15)

Stauffer, J. & Campbell, W. *Be informed on wise buying*. Syracuse, New York: New Readers Press, 1968.

The adolescent in the family. Washington, D. C.: United States Department of Health, Education & Welfare, Children's Bureau, U. S. Government Printing Office, 1968. ($ .25)

Tischler, E. F.; Rose, S. R. & Singleton, E. Success in Language and Literature, Unit 8, *The job in your future*. Chicago, Ill.: Follett Publishing Company, 1967.

Tremble, C. *You*. Phoenix, New York: Frank E. Richards, 1968. (Text and workbook)

Tripp, P. *I want a driver's license*. Dinuba, California: Pam Tripp, 1964, 1968. (Work-text $1.25)

Turner, R. E. Career Guidance Series. Chicago: Follett Publishing Co., 1967. (Teacher's guide)
Planning a job
Training for a job
Starting a job
Looking for a job
Holding a job
Changing a job
Teacher's Guide

Pearson, W. H. *Pearson Kindergarten Reading Series.* Chicago, Ill.: Follett Publishing Co., 1962.
The family you belong to
The friends you make
The jobs you get
The money you spend
The person you are
The town you live in

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Charley the TV repairman, Annixter
Cool it, man!, Annixter
Jules - the second best cook in town, Appleton
Frank the vending machine repairman, Futterman
Carmen the beautician, Bartleff
Nick the waiter, Bartleff
Ginny the office assistant, Chase and Elmore
Pete the service station attendant, Goodman
Judy the waitress, Kipniss
Betty and her typewriter, Lawson
Joe the salesman, Swinburne
Tyree the draftsman, Hamer
Phil the file clerk, Wright
Tom the merchant seaman, Dudley
Kara is clean, Ellenbroth
Sandy the lineman, Olsen
Burt the policeman, Goodman
Neal the taxicab driver, Bartleff

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Book I, *Counting my money*
Book II, *Making my money count*
Book III, *Buying power*
Book IV, *Earning, spending and saving*

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Filmstrips
Eyegate, Inc., Jamaica, New York
Fixing a flat tire, 1170
Getting along with friends, 797
Getting along with yourself, 780

Checker in a supermarket, 1178
The gas station attendant, 1131
The nurses aid, 1134
The school cafeteria worker, 1170
The variety store, 1139
The waitress, 117C
Webster Division, McGraw-Hill, New York. *What job for me?* Series.